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School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

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Organisation

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Overview



Rationale

Aims

Organisation

Student Diversity

Ways of Teaching

Ways of Teaching Video

Ways of Assessing

General Capabilities

Cross-Curriculum Priorities

Glossary

Scope and Sequence

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Content Structure

The Languages curriculum program, in at least schools do not have to teach a minimum of Year 5 in 2020, Year 10 the study of Language.

Second Language

In the Western Australian context, learners has been a students learning English context. The Language, French: Second Language, Additionally, ACARA curriculum are recommended Western Australia.

Sequences of

The design of the Western different entry point reflects current practice are two learning sequences

- Pre-primary – Year 4
- Year 7 – Year 10

The content of the 'interrelated strands' reflect three important communication, and communication and

Within each strand, dimensions of language strands and sub-str language use for different each strand will differ

Communicative

The Communicative to interpret, create in different contexts purposes.

- *Socialising*

The content focuses opinions, experiences negotiating, deciding

- *Informing*

The content develops through a range of knowledge.

- *Creating*

The content focuses on participating in, representing, and creating drama and music.

- *Translating*

The content focuses on cultures orally and these to others.

- *Reflecting*

The content focuses on intercultural exchange and interaction shapes

The Communicating reading, and writing

- interacting and in
- interacting and c

and incorporates di

Understanding

The Understanding language and culture intercultural exchange

- *Systems of language*

The content focuses on system, including s

- *Language variation*

The content focuses on how language varies in use (register) over time and place.

- *The role of language in society*

The content focuses on the role of language and culture in the everyday life of the community.

Year level descriptions

Year level descriptions are designed to provide a framework for the teaching of English with core content being interrelated in nature and the integration of content across the year level.

Content descriptions

Content descriptions are expected to teach the core content and approaches to teaching English is appropriately ordered to build on prior knowledge of concept or skill introduced in earlier years and extended at later years.

Additional content descriptions are provided for teaching programs. These are to be taken into account when learning and teaching English.

The additional content descriptions are to be used to develop the core content.

Achievement

From Pre-primary to that students should
An achievement standard conceptual understanding
student is well-placed achievement.

Glossary

A glossary is provided concepts included in

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