

Prep–Year 10 Framework for Aboriginal Languages and Torres Strait Islander Languages

Australian Curriculum Version 9.0: Sequence of achievement standards aspects and related content descriptions

This resource provides the sequence of the achievement standards aspects, with related content descriptions, for Prep–Year 10 Aboriginal Languages and Torres Strait Islander Languages, for the Second Language Learner Pathway, organised by strands.

By breaking each achievement standard into discrete aspects and including aligned content descriptions, the increasing complexity of the achievement standard can be seen across Prep–Year 10. This supports teachers to identify the knowledge, understanding and skills that come before and after the enrolled year level/band.

When planning teaching, learning and assessment, teachers can use this resource to:

- plan for the range of learners within a single year level or band
- determine appropriate curriculum access points for all students
- better understand aspects of achievement standards through consideration of where they are introduced, their progression and where they conclude.

The following key has been used to assist teachers to identify the sub-strand for each content description.

Key	Foundation framework/ Interacting in [Language]	Mediating meaning in and between languages	Creating text in [Language]	Understanding systems of language	Understanding the interrelationship of language, culture and identity	
	Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
Communicating meaning in [Language]	use play and imagination to interact and create [Language] texts, with support AC9L2FF01	use [Language] language to interact and share information related to Country/Place, classroom and themselves AC9L2F2C01 use cues to respond to questions and instructions, and use simple formulaic language AC9L2F2C01 AC9L2F2C02 AC9L2F2C04	use [Language] language to initiate structured interactions to share information related to Country/Place, the classroom and their personal worlds AC9L2F4C01 use modelled language to participate in spoken and written activities that involve planning AC9L2F4C02	initiate and use strategies to maintain interactions in [Language] language that are related to their immediate environment AC9L2F6C01 collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, preferences and ideas AC9L2F6C02	contribute to and maintain interactions in [Language] language in familiar and some unfamiliar contexts related to a range of interests and experiences AC9L2F8C01 use [Language] to negotiate solutions and adjust language in response to others AC9L2F8C01 AC9L2F8C02	contribute to and extend interactions in [Language] language in increasingly unfamiliar contexts related to a wide range of interests and issues AC9L2F10C01 AC9L2F10C02
		locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning AC9L2F2C03	locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts AC9L2F4C03 AC9L2F4C04	use strategies to locate and interpret information and ideas in texts AC9L2F6C03 AC9L2F6C04 demonstrate understanding by responding in [Language] or English, adjusting their response to context, purpose and audience AC9L2F6C04	interpret information, ideas and opinions in texts AC9L2F8C03 AC9L2F8C04 demonstrate understanding of similarities and differences among languages, in both familiar and some unfamiliar cultural contexts, by adjusting responses to suit context, purpose and audience AC9L2F8C03 AC9L2F8C04	interpret and respond to texts by evaluating and synthesising information, ideas and perspectives AC9L2F10C03 AC9L2F10C04 show understanding of how features of language can be used to influence audience response AC9L2F10C03 AC9L2F10C04

	Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:	Years 7–8 band Students:	Years 9–10 band Students:
		use familiar words and modelled language to create texts AC9L2F2C05	use modelled language and basic syntax to create texts AC9L2F4C05	create texts, selecting and using a variety of vocabulary and sentence structures to suit context AC9L2F6C05 sequence information and ideas, and use conventions appropriate to text type AC9L2F6C05	select and use vocabulary, sentence structures and expressions to create texts AC9L2F8C05	create texts, selecting and manipulating language for a range of contexts, purposes and audiences AC9L2F10C05 use complex structures to enhance meaning and cohesion AC9L2F10C05
Understanding language and culture	identify that [Language] and English are different AC9L2FF02	reproduce the sounds and rhythms of spoken [Language] AC9L2F2U01 demonstrate understanding that [Language] has conventions and rules for non-verbal communication, pronunciation and writing AC9L2F2U02 give examples of similarities and differences between some features of [Language] and English AC9L2F2U03	reproduce sound combinations and rhythms of spoken [Language] AC9L2F4U01 demonstrate understanding that [Language] has non-verbal, spoken and written language conventions and rules to create and make meaning AC9L2F4U02 recognise that some terms have cultural meanings AC9L2F4U04 identify patterns in [Language] and make comparisons between [Language] and English AC9L2F4U03	apply rules of pronunciation and intonation in spoken [Language] AC9L2F6U01 apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in [Language] AC9L2F6U02 compare language structures and features in [Language] and English, using some metalanguage AC9L2F6U03	apply the conventions of spoken [Language] to enhance fluency AC9L2F8U01 demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning AC9L2F8U02 comment on structures and features of [Language] text, using metalanguage AC9L2F8U03	incorporate the features and conventions of spoken [Language] to extend fluency AC9L2F10U01 demonstrate understanding of the conventions of spoken and written texts and the connections between them AC9L2F10U01 AC9L2F10U02 apply knowledge of language structures and features to make and predict meaning AC9L2F10U02 support analysis of [Language] texts, using metalanguage AC9L2F10U03
	recognise that there are languages and cultures as well as their own, and that aspects of languages and cultures contribute to their own and others' cultural identity AC9L2FF03	understand that [Language] belongs to Country/Place and Peoples, and is connected with their culture, and notice how this is reflected in their own language(s), culture(s) and identity AC9L2F2U04 AC9L2F2U05	understand that the [Language] language is passed down from generation to generation by its Custodians and is connected with culture and identity AC9L2F4U04 AC9L2F4U05 identify how this is reflected in their own language(s), culture(s) and identity AC9L2F4U05	show understanding of why language should be revived following the appropriate protocols, and how some language reflects cultural practices AC9L2F6U04 AC9L2F6U05 consider how this is reflected in their own language(s), culture(s) and identity AC9L2F6U04 AC9L2F6U05	reflect on how language communities pass down, maintain or revive [Language], knowledge and cultural norms following appropriate protocols, and how these are interconnected with identity AC9L2F8U04 AC9L2F8U05 reflect on their own language(s), culture(s) and identity AC9L2F8U05	understand that there are appropriate protocols that relate to learning and using [Language] AC9L2F10U04 reflect on their own cultural perspectives and identity, and draw on their experience of learning [Language], to evaluate how this learning influences their ideas and ways of communicating AC9L2F10U05

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au or email the K–10 Curriculum and Assessment Branch at australiancurriculum@qcaa.qld.edu.au.

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