

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

Australian Curriculum Version 9.0: Sequence of achievement standards aspects

This resource provides the sequence of the achievement standards aspects 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, 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.

	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	use [Language] language to interact and share information related to Country/Place, classroom and themselves use cues to respond to questions and instructions, and use simple formulaic language	use [Language] language to initiate structured interactions to share information related to Country/Place, the classroom and their personal worlds use modelled language to participate in spoken and written activities that involve planning	initiate and use strategies to maintain interactions in [Language] language that are related to their immediate environment collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, preferences and ideas	contribute to and maintain interactions in [Language] language in familiar and some unfamiliar contexts related to a range of interests and experiences use [Language] to negotiate solutions and adjust language in response to others	contribute to and extend interactions in [Language] language in increasingly unfamiliar contexts related to a wide range of interests and issues
		locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning	locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts	use strategies to locate and interpret information and ideas in texts demonstrate understanding by responding in [Language] or English, adjusting their response to context, purpose and audience	interpret information, ideas and opinions in texts 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	interpret and respond to texts by evaluating and synthesising information, ideas and perspectives show understanding of how features of language can be used to influence audience response
		use familiar words and modelled language to create texts	use modelled language and basic syntax to create texts	create texts, selecting and using a variety of vocabulary and sentence structures to suit context sequence information and ideas, and use conventions appropriate to text type	select and use vocabulary, sentence structures and expressions to create texts	create texts, selecting and manipulating language for a range of contexts, purposes and audiences use complex structures to enhance meaning and cohesion

	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:
Understanding language and culture	identify that [Language] and English are different	reproduce the sounds and rhythms of spoken [Language] demonstrate understanding that [Language] has conventions and rules for non-verbal communication, pronunciation and writing give examples of similarities and differences between some features of [Language] and English	reproduce sound combinations and rhythms of spoken [Language] demonstrate understanding that [Language] has non-verbal, spoken and written language conventions and rules to create and make meaning recognise that some terms have cultural meanings identify patterns in [Language] and make comparisons between [Language] and English	apply rules of pronunciation and intonation in spoken [Language] apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in [Language] compare language structures and features in [Language] and English, using some metalanguage	apply the conventions of spoken [Language] to enhance fluency demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning comment on structures and features of [Language] text, using metalanguage	incorporate the features and conventions of spoken [Language] to extend fluency demonstrate understanding of the conventions of spoken and written texts and the connections between them apply knowledge of language structures and features to make and predict meaning support analysis of [Language] texts, using metalanguage
	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	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	understand that the [Language] language is passed down from generation to generation by its Custodians and is connected with culture and identity identify how this is reflected in their own language(s) culture(s) and identity	show understanding of why language should be revived following the appropriate protocols, and how some language reflects cultural practices consider how this is reflected in their own language(s) culture(s) and identity	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 reflect on their own language(s), culture(s) and identity	understand that there are appropriate protocols that relate to learning and using [Language] 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

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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