

Languages

Australian Curriculum Version 9.0

The Australian Curriculum identifies and organises the essential knowledge, understandings and skills that students should learn. This overview summarises the key elements of this learning area.

Rationale summary

Languages enable communication in our ‘... increasingly interconnected and interdependent world ...’ by engaging ‘... with the linguistic and cultural diversity of the world and its peoples.’ Each language is also contextualised in terms of its place in Australia and the world.

Aims summary

Languages provide opportunities for students to ‘... understand themselves as communicators’ by developing ‘linguistic competence’ and understanding of the relationship between language and culture.

## Subjects

QCAA offers language-specific resources for the following subjects:

Auslan	Chinese	Framework for Aboriginal Languages and Torres Strait Islander Languages	French
German	Indonesian	Italian	Japanese
			Spanish

## Learner pathways

Other pathways and languages are available on the Australian Curriculum website.

## Content descriptions

Content descriptions describe what is to be taught and what students are expected to learn. Content descriptions are organised through strands and sub-strands.

Strands	Communicating meaning in [Language]	Understanding language and culture
Sub-strands	Interacting in [Language] Mediating meaning in and between languages Creating text in [Language]	Understanding systems of language Understanding the interrelationship of language and culture*

\*For Auslan and the Framework for Aboriginal Languages and Torres Strait Islander Languages, this sub-strand is named 'Understanding the interrelationship of language, culture and identity'.

## Achievement standards

Achievement standards for each subject describe the learning expected of students by the end of each year or two-year band. In Languages, the first paragraph of the achievement standard relates to communicating meaning in the language and the second paragraph relates to understanding language and culture.

Find out more on the QCAA Australian Curriculum page at [www.qcaa.qld.edu.au/p-10/aciq](http://www.qcaa.qld.edu.au/p-10/aciq).

## Banded curriculum

### Level descriptions

Level descriptions provide an overview of the learning that students should experience in each year or two-year band.

### Sequences

Subjects have two sequences of learning: P–10 and 7–10\*.

\*Note that the Framework for Aboriginal Languages and Torres Strait Islander Languages only has a P–10 sequence.

P–10	7–10
P	Minimal or no engagement with subject
1–2	
3–4	
5–6	
7–8	
9–10	7–8
	9–10

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