

Years 7–8 band Framework for Aboriginal Languages and Torres Strait Islander Languages

Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Years 7–8 band. A similar resource is available for Prep/other bands.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand it is organised by, e.g. AC9L2F8C01 indicates the Communicating meaning in [Language] strand.

Key to content description codes: Framework for Aboriginal Languages and Torres Strait Islander Languages

e.g. AC9L2F8C01 Australian Curriculum (AC) Version 9 (9) Languages (L) Second-Language Learner Pathway (2) Framework for Aboriginal Languages and Torres Strait Islander Languages (F) Years 7–8 band (8) Strand (C, U) Content description number (##)	Strands: C — Communicating meaning in [Language] U — Understanding language and culture
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Years 7–8 band Australian Curriculum: Framework for Aboriginal Languages and Torres Strait Islander Languages achievement standard

By the end of Year 8, students contribute to and maintain interactions in [Language] language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use [Language] to negotiate solutions and adjust language in response to others. They interpret information, ideas and opinions in texts. They 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. They select and use vocabulary, sentence structures and expressions to create texts.

Students apply the conventions of spoken [Language] to enhance fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of [Language] text, using metalanguage. They 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. They reflect on their own language(s), culture(s) and identity.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
By the end of Year 8	Students learn to:	
Students contribute to and maintain interactions in [Language] language in familiar and some unfamiliar contexts related to a range of interests and experiences.	<ul style="list-style-type: none"> initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others 	AC9L2F8C01
They use [Language] to negotiate solutions and adjust language in response to others.	<ul style="list-style-type: none"> initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others 	AC9L2F8C01
	<ul style="list-style-type: none"> collaborate in activities that involve the language of transaction, negotiation and problem-solving, to plan projects and events 	AC9L2F8C02
They interpret information, ideas and opinions in texts.	<ul style="list-style-type: none"> interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience 	AC9L2F8C03
	<ul style="list-style-type: none"> interpret and adjust non-verbal, spoken and written language to convey meaning in [Language] language in familiar and some unfamiliar cultural contexts 	AC9L2F8C04
They 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.	<ul style="list-style-type: none"> interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience 	AC9L2F8C03
	<ul style="list-style-type: none"> interpret and adjust non-verbal, spoken and written language to convey meaning in [Language] language in familiar and some unfamiliar cultural contexts 	AC9L2F8C04
They select and use vocabulary, sentence structures and expressions to create texts.	<ul style="list-style-type: none"> create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures and features, and conventions appropriate to text type and context 	AC9L2F8C05
Students apply the conventions of spoken [Language] to enhance fluency.	<ul style="list-style-type: none"> apply knowledge of conventions of spoken [Language] to enhance fluency, and respond to and create texts, in familiar and some unfamiliar contexts 	AC9L2F8U01
They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning.	<ul style="list-style-type: none"> apply understanding of grammatical structures and features to compose and respond to texts 	AC9L2F8U02
They comment on structures and features of [Language] text, using metalanguage.	<ul style="list-style-type: none"> reflect on similarities and differences between [Language] and English language structures and features, using metalanguage 	AC9L2F8U03

Achievement standard aspect	Relevant content description/s	AC v9.0 code
They 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.	<ul style="list-style-type: none"> reflect on how language conveys cultural knowledge, practices and norms 	AC9L2F8U04
	<ul style="list-style-type: none"> reflect on and explain how identity is shaped by language(s), culture(s), and Country/Place, and how these impact on communication 	AC9L2F8U05
They reflect on their own language(s), culture(s) and identity.	<ul style="list-style-type: none"> reflect on and explain how identity is shaped by language(s), culture(s), and Country/Place, and how these impact on communication. 	AC9L2F8U05

More information

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



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