

Years 1–2 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 1–2 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 by which it is organised, e.g. AC9L2F2C01 indicates the Communicating meaning in [Language] strand.

Key to content description codes: Framework for Aboriginal Languages and Torres Strait Islander Languages	
e.g. AC9L2F2C01 Australian Curriculum (AC) Version 9 (9) Languages (L) Second-Language Learner Pathway (2) Framework for Aboriginal Languages and Torres Strait Islander Languages (F) Years 1–2 band (2) Strand (C, U) Content description number (##)	Strands: <ul style="list-style-type: none"> C — Communicating meaning in [Language] U — Understanding language and culture

Years 1–2 band Australian Curriculum: Framework for Aboriginal Languages and Torres Strait Islander Languages achievement standard

By the end of Year 2, students use [Language] language to interact and share information related to Country/Place, the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts.

Students reproduce the sounds and rhythms of spoken [Language]. They demonstrate understanding that [Language] has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of [Language] and English. They 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.

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
By the end of Year 2	Students learn to:	
Students use [Language] language to interact and share information related to Country/Place, the classroom and themselves.	<ul style="list-style-type: none"> recognise and respond to modelled greetings, instructions and routines; and personal introductions 	AC9L2F2C01
They use cues to respond to questions and instructions, and use simple formulaic language.	<ul style="list-style-type: none"> recognise and respond to modelled greetings, instructions and routines; and personal introductions 	AC9L2F2C01
	<ul style="list-style-type: none"> participate in a range of guided, play-based language activities, using formulaic expressions and visual and spoken cues 	AC9L2F2C02
	<ul style="list-style-type: none"> notice that language carries cultural meaning in greetings, introductions, instructions and routines 	AC9L2F2C04
They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning.	<ul style="list-style-type: none"> locate, with support, key information in familiar texts and respond using gestures, images, words and formulaic phrases 	AC9L2F2C03
They use familiar words and modelled language to create texts.	<ul style="list-style-type: none"> use words, familiar phrases and modelled language to create spoken, written and multimodal texts 	AC9L2F2C05
Students reproduce the sounds and rhythms of spoken [Language].	<ul style="list-style-type: none"> recognise that [Language] has an oral tradition; and reproduce the sounds and rhythms of [Language] 	AC9L2F2U01
They demonstrate understanding that [Language] has conventions and rules for non-verbal communication, pronunciation and writing.	<ul style="list-style-type: none"> recognise that [Language] has language conventions and has an oral tradition that can be represented in written form 	AC9L2F2U02
They give examples of similarities and differences between some features of [Language] and English.	<ul style="list-style-type: none"> notice that [Language] has features that may be similar to or different from English 	AC9L2F2U03
They 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.	<ul style="list-style-type: none"> recognise that Aboriginal languages and Torres Strait Islander languages belong to Country/Place and Peoples 	AC9L2F2U04
	<ul style="list-style-type: none"> notice that people use language in ways that reflect cultural identity. 	AC9L2F2U05

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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