Years 5–6 band Framework for Aboriginal Languages and Torres Strait Islander Languages

ACiQ | v9.0

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 5–6 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. AC9L2F6C01 indicates the Communicating meaning in [Language] strand.

Key to content description codes: Framework for Aboriginal Languages and Torres Strait Islander Languages	
e.g. **AC9L2F6C01** Australian Curriculum (**AC**) Version 9 (**9**) Languages (**L**) Second-Language Learner Pathway (**2**) Framework for Aboriginal Languages and Torres Strait Islander Languages (**F**) Years 5–6 band (**6**) Strand (**C**, **U**) Content description number (**##**)	Strands: • C — Communicating meaning in [Language] • U — Understanding language and culture

Years 5–6 band Australian Curriculum: Framework for Aboriginal Languages and Torres Strait Islander Languages achievement standard

By the end of Year 6, students initiate and use strategies to maintain interactions in [Language] language that are related to their immediate environment. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts. They demonstrate understanding by responding in [Language] or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules of pronunciation and intonation in spoken [Language]. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in [Language]. They compare language structures and features in [Language] and English, using some metalanguage. They show understanding of why language should be revived following the appropriate protocols, and how some language reflects cultural practices. They consider 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 6	**Students learn to:**	
Students initiate and use strategies to maintain interactions in [Language] language that are related to their immediate environment.	• initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and learning environment	AC9L2F6C01
They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, preferences and ideas.	• participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas	AC9L2F6C02
They use strategies to locate and interpret information and ideas in texts.	• locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose	AC9L2F6C03
	• apply strategies to interpret and convey meaning in [Language] language in familiar non-verbal, spoken and written cultural contexts	AC9L2F6C04
They demonstrate understanding by responding in [Language] or English, adjusting their response to context, purpose and audience.	• apply strategies to interpret and convey meaning in [Language] language in familiar non-verbal, spoken and written cultural contexts	AC9L2F6C04
They create texts, selecting and using a variety of vocabulary and sentence structures to suit context.	• create and present a range of informative and imaginative spoken, written and multimodal texts, using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type	AC9L2F6C05
They sequence information and ideas, and use conventions appropriate to text type.	• create and present a range of informative and imaginative spoken, written and multimodal texts, using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type	AC9L2F6C05
Students apply rules of pronunciation and intonation in spoken [Language].	• apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to known words and phrases	AC9L2F6U01
They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in [Language].	• use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts	AC9L2F6U02
They compare language structures and features in [Language] and English, using some metalanguage.	• compare some [Language] language structures and features with those of English, using some familiar metalanguage	AC9L2F6U03
They show understanding of why language should be revived following the appropriate protocols, and how some language reflects cultural practices.	• understand how [Language] and Aboriginal languages and Torres Strait Islander languages can be revived, maintained and strengthened	AC9L2F6U04
	• recognise that identity is shaped by language(s), culture(s) and Country/Place, and that this impacts on communication	AC9L2F6U05

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
They consider how this is reflected in their own language(s), culture(s) and identity.	• understand how [Language] and Aboriginal languages and Torres Strait Islander languages can be revived, maintained and strengthened	AC9L2F6U04
	• recognise that identity is shaped by language(s), culture(s) and Country/Place, and that this impacts on communication.	AC9L2F6U05

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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