

Years 9–10 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 9–10 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. AC9L2F10C01 indicates the Communicating meaning in [Language] strand.

Key to content description codes: Framework for Aboriginal Languages and Torres Strait Islander Languages	
e.g. AC9L2F10C01	Strands:
Australian Curriculum (AC)	C — Communicating meaning in [Language]
Version 9 (9)	U — Understanding language and culture
Languages (L)	
Second-Language Learner Pathway (2)	
Framework for Aboriginal Languages and Torres Strait Islander Languages (F)	
Years 9–10 band (10)	
Strand (C, U)	
Content description number (##)	

Years 9–10 band Australian Curriculum: Framework for Aboriginal Languages and Torres Strait Islander Languages achievement standard

By the end of Year 10, students contribute to and extend interactions in [Language] language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret and respond to texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They use complex structures to enhance meaning and cohesion.

Students incorporate the features and conventions of spoken [Language] to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of [Language] texts, using metalanguage. They understand that there are appropriate protocols that relate to learning and using [Language]. They 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.

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
By the end of Year 10	Students learn to:	
Students contribute to and extend interactions in [Language] language in increasingly unfamiliar contexts related to a wide range of interests and issues.	• initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others	AC9L2F10C01
	• contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences	AC9L2F10C02
They interpret and respond to texts by evaluating and synthesising information, ideas and perspectives.	• evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience	AC9L2F10C03
	• interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts	AC9L2F10C04
They show understanding of how features of language can be used to influence audience response.	• evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience	AC9L2F10C03
	• interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts	AC9L2F10C04
They create texts, selecting and manipulating language for a range of contexts, purposes and audiences.	• create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences	AC9L2F10C05
They use complex structures to enhance meaning and cohesion.	• create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences	AC9L2F10C05
Students incorporate the features and conventions of spoken [Language] to extend fluency.	• apply features and conventions of spoken [Language] to extend fluency in responding to and creating texts in familiar and unfamiliar contexts	AC9L2F10U01
They demonstrate understanding of the conventions of spoken and written texts and the connections between them.	• apply features and conventions of spoken [Language] to extend fluency in responding to and creating texts in familiar and unfamiliar contexts	AC9L2F10U01
	• apply knowledge of grammatical structures and features to predict meaning and compose texts that contain some complex structures and ideas	AC9L2F10U02
They apply knowledge of language structures and features to make and predict meaning.	• apply knowledge of grammatical structures and features to predict meaning and compose texts that contain some complex structures and ideas	AC9L2F10U02
They support analysis of [Language] texts, using metalanguage.	• reflect on and evaluate [Language] texts, using metalanguage to analyse language structures and features	AC9L2F10U03
They understand that there are appropriate protocols that relate to learning and using [Language].	• understand and apply protocols associated with language learning and language using in cultural contexts	AC9L2F10U04

Achievement standard aspect	Relevant content description/s	AC v9.0 Code
They 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.	<ul style="list-style-type: none"> reflect on and evaluate how identity is shaped by language(s), culture(s) and Country/Place, and how these affect ways of communicating. 	<u>AC9L2F10U05</u>

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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