Modern Greek – comparison of curriculums

**The following tables show the relationship between the Victorian Curriculum F–10 Version 1.0 (VC1) and the Victorian Curriculum F–10 Version 2.0 (VC2).**

## Foundation to Level 2

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 2, students interact with teachers and peers through action-related talk and play. They introduce themselves, (for example*, Καλημέρα, Mε λένε Γιώργο*) and their family and exchange greetings, farewells, (for example*, Γεια σου, Kαληνύχτα*) and express thanks such as *Eυχαριστώ πολύ*. They use simple, repetitive language when participating in shared activities and simple exchanges, respond to simple instructions such as, *Έλα εδώ*, and imitate frequently used classroom language, for example, *Όλοι μαζί, Mπράβο, Kλείσε την πόρτα*. When speaking, they reproduce distinctive sounds and letters of the Greek language such as*, γ-γάτα, ρ-νερό, μπ-μπαμπάς, ξ-ξέρω, ψ-ψάρι, ου-μου*. Students identify specific words, such as names of people (for example, *Ο Γιάννης*), places (for example, *το σχολείο*) or objects (for example, *η γόμα*), in simple spoken and written texts and respond to imaginative experiences through singing and performing. They present information about themselves (for example, *Το σκυλάκι μου*), their family (for example, *Να η γιαγιά μου*), friends (for example, *οι φίλοι μου*) and possessions such as*, το βιβλίο μου*, using gestures and modelled language. They create simple texts, such as captions to images, using familiar words, phrases and sentence patterns (for example, *Σ’ αγαπώ μαμά*). They use vocabulary related to their classroom and family (for example, *Η οικογένειά μου, Η τάξη μου*). They recognise questions such as, *Τι κάνετε*; and commands such as, *Καθίστε κάτω*, and use short sentences with appropriate word order, verb forms and personal pronouns to communicate about themselves, their family and classroom (for example*, Είμαι έξι, Να η μαμά μου, Να το σχολείο μου*). They translate frequently used words and simple phrases relating to their immediate environment, using visual cues and identifying similarities and differences. They give examples of ways the Greek language sounds and looks different from other languages that they bring to the classroom.  Students identify how letters of the Greek alphabet are represented in words and read vowel–consonant combinations (for example, *τα, τε, τη, τι, το, τυ, τω*). They identify features of familiar texts such as songs, labels and captions. They provide examples of the different titles and greetings that are used to address people in different situations (for example*, κύριε, κυρία*). They list different languages that are spoken in Australia and identify words in English that have been borrowed from Greek and vice versa. They identify similarities and differences between Greek and their own language and culture. | By the end of Level 2, students identify the different sounds and rhythms of the Greek language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Greek through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Greek sounds are represented by letters of the Greek alphabet, and they can match these with words and images, combining them in increasingly complex ways. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Greek. They expand their repertoire of Greek words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.  Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of Greek using simple metalanguage. They start to develop written competence by copying Greek letters and words, and then produce the language with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the written Greek language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.  Students explore and recognise the influence of culture on language and identity. They recognise that Greek is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s). | * Improved clarity and teachability, making the learning trajectory more evident. Ideas have been sequenced to broadly align with the strands and sub-strands, to make the achievement standard more manageable for teachers to use for assessing. The achievement standard focuses on skill development rather than individual Greek linguistic elements, which now appear in the elaborations. Adaptations were also made to support learning progression with links to the Victorian Early Years Learning and Development Framework (VEYLDF) |

### Content descriptions

#### VC2 strand: Engaging with Greek Language and Culture

##### Sub-strand: Engaging with Greek language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on what sounds, looks or appears similar or different to own language and culture when interacting in Greek (VCELC112) | notice that Greek looks and sounds different to other languages  VC2LMG2E01 | * Newly created for the Engaging with Greek Language and Culture strand, but reflecting elements of VCELC112 |
|  | develop oral language skills through exploring and listening to the sounds and patterns of the language  VC2LMG2E02 | * Newly created for the Engaging with Greek Language and Culture strand, to show progression from VC2LMG2E01 |
| Recognise that in Greek, greetings and forms of address vary according to such things as the time of day, age, gender and relationship of participants (VCELU117)  Participate with teacher and peers in class routines and activities, such as following instructions and taking turns (VCELC105) | recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases  VC2LMG2E03 | * Combined and refined to make more concise, clearly articulating progression and relocating specific activities to the elaborations |

##### Sub-strand: Engaging with Greek culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | explore connections between language and culture through play and/or imagination  VC2LMG2E04 | * New |

#### VC2 strand: Communicating meaning in Greek

##### Sub-strand: Interacting in Greek

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with peers and teacher using simple language and gestures for exchanges such as greetings and farewells, thanks, introductions and sharing information about self and family (VCELC103)  Participate with teacher and peers in class routines and activities, such as following instructions and taking turns (VCELC105)  Describe aspects of self, such as family, school/class and language/s, recognising how these are part of one’s identity (VCELC113) | communicate using formulaic and modelled language relating to aspects of their personal world  VC2LMG2C01 | * Combined and refined to broaden context and relocated specific language examples to the elaborations |
| Participate in guided activities and simple exchanges, such as songs, rhymes, and games, using simple repetitive language (VCELC104) | participate in a range of guided language activities using formulaic expressions, and visual and spoken cues  VC2LMG2C02 | * Refined for clarity. Relocated specific language examples to the elaborations |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify key words and information with guidance, in simple written, spoken, digital and visual texts (VCELC106)  Share and present information about self, family, friends and possessions, using gestures, labels, pictures and modelled language (VCELC107)  Participate in shared imaginative activities and respond in a variety of ways such as through predicting, singing, chanting, play-acting and movement (VCELC108) | locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrases  VC2LMG2C03 | * Combined and refined. Relocated specific language examples to the elaborations to improve clarity |
| Recognise that Australia has speakers of many different languages, including Greek, and that languages borrow words from each other and sometimes use the same alphabet symbols and vocabulary (VCELU118) | explore and make meaning from sounds, words and phrases for familiar objects or terms in Greek through play, and discover how languages influence each other  VC2LMG2C04 | * Newly created, but incorporating elements of VCELU118. Incorporated reference to ‘explore’ and ‘play’ to reflect the nature of early language learning and to connect to VEYLDF. Added explicit reference to progression by including ‘sounds, words and phrases’ |
| Translate familiar words or phrases using visual cues or word lists, explaining the meaning of particular words, gestures or expressions (VCELC110) |  | * Removed |

##### Sub-strand: Creating text in Greek

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Share and present information about self, family, friends and possessions, using gestures, labels, pictures and modelled language (VCELC107)  Create and participate in shared performances and imaginative activities using familiar words, phrases, captions and language patterns (VCELC109)  Create simple print or digital texts in Greek and English, such as captions and labels, for the immediate learning environment (VCELC111) | create spoken and written texts using words, familiar phrases and modelled language  VC2LMG2C05 | * Combined and refined for clarity, and relocated specific language elements to the elaborations |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise and reproduce the sounds and letters of the Greek alphabet, identifying how they are represented in words, and read vowel–consonant combinations, including the most common digraphs/diphthongs such as *oυ* and *μπ* (VCELU114) | imitate the pronunciation and intonation of spoken Greek, and understand how sounds of the Greek alphabet are produced and represented  VC2LMG2U01 | * Refined to focus on oral/aural language skills, to reflect the nature of language learning at Foundation to Level 2. The reference to reading/writing has been moved to VC2LMG2U03 and VC2LMG2U04 |
| Recognise and reproduce the sounds and letters of the Greek alphabet, identifying how they are represented in words, and read vowel–consonant combinations, including the most common digraphs/diphthongs such as *oυ* and *μπ* (VCELU114) | identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases  VC2LMG2U02 | * New, with elements of VCELU114 to reflect learning progression and oral/aural language development |
| Recognise and reproduce the sounds and letters of the Greek alphabet, identifying how they are represented in words, and read vowel–consonant combinations, including the most common digraphs/diphthongs such as *oυ* and *μπ* (VCELU114)  Recognise features of familiar spoken, written and visual texts, such as songs, labels and captions (VCELU116) | recognise and explore how the Greek alphabet and features of language are used to construct meaning in Greek  VC2LMG2U03 | * New, with elements of VCELU114 and VCELU116 to reflect learning progression and skill development. Specific language examples have been moved to the elaborations |
| Recognise that Australia has speakers of many different languages, including Greek, and that languages borrow words from each other and sometimes use the same alphabet symbols and vocabulary (VCELU118)  Understand elements of grammar such as word order, verb forms and personal pronouns related to questions, commands and short sentences, and develop vocabulary to describe self, friends and family (VCELU115) | identify that written and spoken Greek has grammatical structures and other language features that may be similar to or different from English and/or other languages  VC2LMG2U04 | * Combined and refined to make it more concise. Incorporated elements of VCELU118 and VCELU115 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on what sounds, looks or appears similar or different to own language and culture when interacting in Greek (VCELC112)  Recognise that the languages people use reflect their culture, such as who they are, where and how they live, and find examples of similarities and differences between Greek and their own ways of communicating (VCELU119)  Describe aspects of self, such as family, school/class and language/s, recognising how these are part of one’s identity (VCELC113) | reflect on how language, culture and identity are interconnected and discuss how Greek-speaking communities are similar to or different from others  VC2LMG2U05 | * Combined and refined for clarity |
| Recognise that Australia has speakers of many different languages, including Greek, and that languages borrow words from each other and sometimes use the same alphabet symbols and vocabulary (VCELU118) | identify where Greek is used around the world and recognise that there are many different languages spoken in communities throughout Australia  VC2LMG2U06 | * Refined for clarity |

## Levels 3 and 4

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 4, students interact with the teacher and peers to share simple information about aspects of their lives, such as school (for example, *Mαθαίνω ελληνικά*), home (for example, *Το σπίτι μου είναι μεγάλο*) and everyday routines (for example, *Παίζω μπάλα*). They use formulaic expressions when participating in classroom routines, collaborative activities and simple transactional exchanges, such as praising and encouraging others (for example, *Μπράβο σου*), asking for help, seeking clarification (for example, *Συγγνώμη, κυρία*), and requesting permission (for example, *Μπορώ να πάω έξω;).* They use features of Greek pronunciation when asking questions such as, *Πού είναι*; , and making statements and exclamations (for example, *Ελάτε τώρα!*), including use of the accent mark. Students locate information from spoken and written texts related to everyday contexts and routines such as, *Να το βιβλίο μου,* *Τη Δευτέρα παίζω τένις*, and use simple statements and support materials to present information about themselves (for example, *Αγαπώ τη μουσική, Είμαι οχτώ χρονών*), others (for example, *Πόσων χρονών είσαι*;), home (for example, *Μένω στο* ...) and school (for example, *Να η τάξη μου*). They respond to imaginative texts by discussing favourite elements, acting out events and making simple statements about characters. They perform and create short imaginative texts, using formulaic expressions and modelled language (for example, *Πού είναι ο Φρίξος; Είναι* …). Students use vocabulary related to school, home and everyday routines such as*, η πόρτα, το σπίτι, το σχολείο, τα χόμπυ μου, η οικογένειά μου*, and describe people, objects or events using adjectives and adverbs. They use appropriate word order, gender, and singular and plural forms in simple spοken and written texts (for example, *Να η γάτα, Να ο γάτος, Να οι γάτες*). They translate and interpret common words and frequently used language relating to familiar environments (for example, *Oρίστε Μαρία, Παρακαλώ*), and create simple bilingual resources for the classroom. They identify ways that their own language and the Greek language reflect ways of behaving as well as words.  Students write letters of the Greek alphabet, and identify sound–letter relationships, letter clusters, vowel–consonant combinations and the most common digraphs (for example, *ου, αι, οι, ει, μπ, ντ*). They identify the structure and linguistic features of texts used in familiar contexts, such as stories, songs, recipes and conversations (for example, *Τέλος, Καλημέρα, Τι κάνεις*;). They give examples of how language use varies according to the context and purpose of the exchange (for example, *Γεια σου / σας*). They identify ways that languages change over time, and how languages influence each other, providing examples of words in English that are borrowed from Greek and words in Greek that are borrowed from other languages. They compare Greek and English, identifying similarities and differences, particularly in vocabulary, behaviours and expressions related to cultural practices, such as special occasions. | By the end of Level 4, students use Greek to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic grammatical structures to create texts.  Students imitate the sound combinations and rhythms of spoken Greek. They demonstrate their understanding that Greek has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in Greek and make comparisons between Greek and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Greek language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Greek

##### Sub-strand: Interacting in Greek

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with peers and teacher to exchange personal information about everyday routines involving school and home environment (VCELC120)  Participate in everyday classroom activities, such as asking for permission, requesting help, asking how to say or write something, and praising or encouraging peers (VCELC122) | initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions  VC2LMG4C01 | * Combined and refined. Reflected learning progression by adding ‘modelled.’ Specific examples and activities moved to elaborations for improved teachability |
| Understand that the context and purpose of interactions influence language choices (VCELU134) |  | * Removed |
| Participate collaboratively in shared class experiences which involve planning and simple transactional exchanges, such as cooking or craft activities, creating a display or taking part in a role-play (VCELC121) | participate in activities that involve expressing interests and exchanging information, using a range of familiar phrases and modelled structures  VC2LMG4C02 | * Refined. Added reference to ‘modelled structures’ to reflect progression from F–2. Removed examples in order to be more concise. Examples now feature in elaborations |

##### Sub-strand: Mediating Meaning in and between languages

|  |  |  |
| --- | --- | --- |
| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| Locate key information about everyday contexts and routines from written, spoken, digital and visual texts (VCELC123)  Convey and present information about self, others, home and school life, using simple statements and support materials such as photos, maps, digital texts and displays or charts (VCELC124)  Participate in shared imaginative activities and respond by acting out events, identifying favourite elements, and making simple statements about characters (VCELC125) | locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal texts  VC2LMG4C03 | * Combined and refined to specify macro skills, including viewing, more explicitly. Removed examples to be more concise, broaden context and improve teachability. Examples of activities now feature in elaborations |
|  | develop strategies to comprehend and produce Greek, adjusting language to convey meaning and/or intercultural understanding in familiar contexts  VC2LMG4C04 | * New |

##### Sub-strand: Creating text in Greek

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create and perform short spoken and written imaginative texts such as dialogues or collaborative online stories, using formulaic expressions and modelled language (VCELC126) | create and present spoken and written texts using formulaic expressions, simple phrases and sentences, and modelled textual conventions  VC2LMG4C05 | * Refined. Removed reference to ‘imaginative texts’ and other specific examples of texts to broaden contexts for creating Greek texts. Activities have been moved to elaborations |
| Create simple bilingual resources such as picture dictionaries, action games or labels for the classroom (VCELC128) |  | * Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Experiment with the pronunciation and writing of the alphabet letters, recognising sound–letter relationships, letter clusters and vowel–consonant combinations, using the accent mark to aid pronunciation (VCELU131) | recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentences  VC2LMG4U01 | * Refined to improve clarity |
| Experiment with the pronunciation and writing of the alphabet letters, recognising sound–letter relationships, letter clusters and vowel–consonant combinations, using the accent mark to aid pronunciation [(VCELU131)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU131)Recognise and use elements of Greek grammar, such as word order, gender and singular/plural forms, to describe people, objects or events [(VCELU132)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU132) | recognise and use modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaning  VC2LMG4U02 | * Combined and refined. Removed examples to be more concise. Examples now feature in elaborations |
| Understand that languages change over time and that they influence each other, recognising words in English that are derived from Greek and words in Greek that are derived from other languages (VCELU135)  Translate and interpret words, phrases and sentences used in familiar environments such as school and home, recognising how they may have similar or different meanings to words in English or other known languages (VCELC127)  Recognise the linguistic features and structures of different texts used in familiar contexts, such as stories, songs, recipes and conversations (VCELU133) | recognise and compare familiar Greek language structures and features with those of English and/or other languages, using simple metalanguage  VC2LMG4U03 | * Combined and refined. Removed examples to be more concise. Examples now feature in elaborations. Added explicit reference to metalanguage to support literacy development more broadly |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Make connections between cultural practices and language use, for example, by identifying vocabulary, behaviours and expressions which reflect cultural values, beliefs and traditions (VCELU136)  Interact with others, noticing how identity matters, such as use of terms of address, who and what is included and what language is used (VCELC130)  Share own experiences of communicating in Greek, recognising how it involves behaviours as well as words (VCELC129) | identify connections between personal identity, language and aspects of culture  VC2LMG4U04 | * Combined and refined. Removed examples to be more concise. Examples now feature in elaborations |

## Levels 5 and 6

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 6, students use spoken and written Greek to exchange personal information such as, Οι δάσκαλοί μου είναι ..., Έχω πολλούς φίλους, Αγαπώ τη μουσική, describe feelings and express preferences, for example, Μου αρέσει να παίζω σκάκι στο κομπιούτερ. When participating in collaborative activities, transactions and classroom routines, they ask and respond to questions (for example, Πώς σε λένε;), plan collaboratively, and make suggestions and statements such as, Τώρα το βρήκα! When interacting, students use key features of pronunciation and intonation, including accents (for example, η οικογένειά μου, η and ή). They obtain and compare information from a variety of texts related to aspects of daily life and events (for example, Τι καιρό θα κάνει σήμερα;). They present information about their personal world in different formats (for example, Μου αρέσει ο τραγουδιστής ...). They respond to the storyline and characters encountered in texts and create and perform simple imaginative texts using familiar language such as, Ο αγαπημένος μου δάσκαλος ... . They use verbs (for example, Έχω, θέλω, είμαι, ήταν, θα είναι), nouns (for example, ο άνθρωπος, η μητέρα, το παιδί), adjectives (for example, καλός, μεγάλος, ωραία) and conjunctions to construct and expand sentences and apply basic rules of spelling and punctuation, such as question marks, capital letters, commas, exclamation marks and speech marks. They translate and interpret simple texts, identifying words that are not easily translated (for example, το φιλότιμο) and create bilingual texts for the classroom and school community. They compare ways of communicating in Greek and English to identify similarities and differences and suggest how culture influences language use.  Students identify and reproduce orally and in writing letter clusters, and the digraphs/diphthongs. They identify the relationship between language choices, and the audience and purpose of different text types. They describe the importance of register in different contexts and situations (for example, Έλα / Ελάτε σπίτι μου, Σε / σας περιμένω). They identify the impact of Greek on other languages, especially English (for example, το κινητό, ο υπολογιστής), and appreciate the dynamic nature of Greek, identifying changes that have occurred due to new technologies and knowledge. They describe ways that identity and communication are directly related to language and culture, for example, greeting familiar people by kissing them on both cheeks. | By the end of Level 6, students initiate and use strategies to maintain interactions in Greek that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Greek or English, adjusting their response to context, purpose and audience.  Students use modelled structures when creating and responding in Greek. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts. They use conventions appropriate to text type. They apply rules for pronunciation and intonation in spoken language and apply conventions of spelling and punctuation in written language. They compare language structures and features in Greek and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Greek language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Greek

##### Sub-strand: Interacting in Greek

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate interactions and exchange information with peers, face-to-face or online, describing opinions and preferences, aspects of daily life, school, friends and hobbies (VCELC137)  Interact in class activities, using questions, statements and responses to enhance, demonstrate and share understanding (VCELC139) | initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment  VC2LMG6C01 | * Combined and refined to remove specificity and to be more concise. Specific examples and activities have been moved to elaborations |
| Understand the importance of register in a range of contexts and situations, such as at home, at school or in more formal situations (VCELU151) |  | * Removed |
| Collaborate in group tasks and shared experiences, online or face-to-face, which involve planning, making suggestions and completing transactions, such as hosting a party, working with another class or group or creating and performing a role-play (VCELC138) | participate in activities that involve discussion with others, using language that expresses information, preferences and ideas  VC2LMG6C02 | * Refined to be more concise and by moving prescribed examples of activities to elaborations |

##### Sub-strand: Mediating meaning in and between languages

|  |  |  |
| --- | --- | --- |
| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| Obtain, organise and compare information about aspects of daily life and significant events from written, spoken, or digital texts (VCELC140)  Convey and present information about aspects of personal world through prepared texts such as digital presentations, diagrams, dialogues and timelines (VCELC141)  Listen to, read and view imaginative spoken, written, digital or multimodal texts and respond by expressing ideas and opinions about the storyline and characters (VCELC142) | locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose  VC2LMG6C03 | * Combined and refined to be more concise, and more explicitly articulate the macro skills including viewing. Moved specific examples of topics and activities to elaborations for clarity |
|  | apply strategies to interpret and convey meaning and/or intercultural understanding in Greek in familiar non-verbal, spoken and written contexts  VC2LMG6C04 | * New |
| Translate simple texts from Greek to English and vice versa, identifying words and expressions that do not always translate literally and may have more than one meaning (VCELC144) |  | * Removed |

##### Sub-strand: Creating text in Greek

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create and perform imaginative texts such as stories, skits or rap, using familiar language (VCELC143) | create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type  VC2LMG6C05 | * Refined to improve clarity and broadened to cover a greater range of texts |
| Create bilingual texts and learning resources, such as signs, notices, games, displays, websites or word banks, for the school community (VCELC145) |  | * Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify and reproduce letter clusters, the digraphs/diphthongs, reproduce key features of intonation and pronunciation, experiment with the spelling of common words and apply basic punctuation rules (VCELU148) | apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency in words, phrases and sentences  VC2LMG6U01 | * Refined to improve clarity and teachability. Specific language elements have been moved to the elaborations |
| Identify and reproduce letter clusters, the digraphs/diphthongs, reproduce key features of intonation and pronunciation, experiment with the spelling of common words and apply basic punctuation rules (VCELU148)  Develop knowledge of grammatical elements such as tenses, combining them with an increasing range of verbs, nouns and adjectives, and use conjunctions to construct and expand sentences (VCELU149)  Identify and use language features of different types of oral, digital and written texts, such as dialogues, descriptions, short narratives and reports, recognising that linguistic choices depend on audience and purpose (VCELU150) | recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text type  VC2LMG6U02 | * Combined and refined by moving specific language elements to elaborations. Also incorporated elements of VCELU150 to retain reference to textual conventions |
| Explore the influence of Greek on the English language, such as morphemes in medical/scientific fields and in everyday language, such as school subjects and occupations, and how Greek has been influenced by the impact of new technology and knowledge (VCELU152) | compare Greek language structures and features with those of English and/or other languages, using familiar metalanguage  VC2LMG6U03 | * Refined, removing examples and adding comparison with ‘other languages’ to acknowledge Victoria’s multilingual students. Also added explicit reference to metalanguage to support literacy development more broadly |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Engage in intercultural experiences, comparing ways of communicating in Australian and Greek-speaking contexts and identifying ways that culture influences language use (VCELC146)  Explore the relationship between language and culture and how they are reflected in communication styles (VCELU153) | recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal and non-verbal communication  VC2LMG6U04 | * Combined and refined for clarity and to make more concise, including elements of VCELC146 and VCELU153 |
| Share experiences of learning and using Greek, in person or online, and reflect on the effect of language learning on own identity (VCELC147) |  | * Removed |

## Levels 7 and 8 (F–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students use written and spoken Greek to initiate and sustain classroom interactions, (for example, *Πότε θα πάμε σινεμά*;) to carry out transactions (for example, *Πώς πέρασες τις διακοπές σου*;) and to exchange information, ideas, thoughts and feelings about people, (for example, *Ο μπαμπάς μου είναι καλός μάγειρας*)*,* objects, places and events such as, *Τι ώρα θα πάμε στη συναυλία αύριο*; They ask and respond to open-ended questions (for example, *Πού θα ήθελες να ταξιδέψεις στο μέλλον*;) and use rehearsed and spontaneous language to engage in discussions, negotiate, make decisions and arrangements, and offer opinions such as, *Θέλω να πάω στην Ελλάδα κάποια μέρα*. They apply appropriate pronunciation and rhythm in spoken Greek to a range of sentence types, including the use of the accent mark for both intonation and meaning. They locate and interpret information and ideas on topics of interest, such as, *Πώς διασκεδάζουν στην Ελλάδα;* from a range of texts and communicate information, views and ideas using different modes of presentation. They share their response to different imaginative texts by expressing thoughts and opinions and describing ways in which ideas, characters, places and events are represented. Students create imaginative texts about people, places and experiences to entertain others (for example, *Μία αξέχαστη εκδρομή, Όταν ξέχασα να* ...). They use grammatical features, such as regular verbs, irregular verbs, adverbs, adjectives (for example, *έμεινα, έπαιζα, θα μείνω, είπε, να μπορέσω, γρήγορα, πιο γρήγορα, γρηγορότερα, πολύ*), pronouns (for example, αυτός, κάτι) and conjunctions (for example, *που, πως, ότι, επειδή, δηλαδή, αλλά, γιατί*) to construct compound and complex sentences and link ideas and sentences. They apply rules of punctuation and spelling to their own written constructions. They translate and interpret texts, identifying and explaining words with particular cultural significance in Greek, and create bilingual texts for the school and wider community, providing subtitles, captions or commentaries to help meaning. They explain why communication with others involves shared responsibility for making meaning, and identify the choices and adjustments they make when participating in intercultural interactions.  Students identify and reproduce irregularities of some sound–letter relationships and combinations. They analyse the structure and linguistic features of different text types to identify their relationship with audience and purpose. They analyse language use in different contexts, including formal and informal (for example, *Συγγνώμη, Με συγχωρείτε*), explaining the impact of purpose, audience and social setting. They explain the dynamic nature of the Greek language from ancient to modern times, and suggest reasons for change. They give examples of ways that language use reflects cultural ideas, assumptions and perspectives such as, *Έχει φιλότιμο, Καλύτερα να σου βγει το μάτι παρά το όνομα*, and how what is considered normal in communication varies across cultures. | By the end of Level 8, students initiate and maintain Greek-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Greek to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts appropriate to context, purpose and audience.  Students apply the conventions of spoken Greek, and continue to enhance their fluency. They demonstrate understanding that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Greek text, using some metalanguage. They reflect on how the Greek language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Greek language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Greek

##### Sub-strand: Interacting in Greek

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate and sustain interactions, face-to-face or online, to share information, ideas, thoughts and opinions about people, objects, places and events (VCELC154)  Participate in classroom interactions and exchanges through asking and responding to open-ended questions and offering opinions (VCELC156) | initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to others  VC2LMG8C01 | * Combined and refined to make it more concise. Specific topics and activities relocated to the elaborations |
| Participate in collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions (VCELC155) | use language to negotiate and problem-solve collaboratively to plan projects and events  VC2LMG8C02 | * Refined to place greater emphasis on language use |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Obtain and interpret information from a range of spoken, written, print or digital texts related to topics of interest such as leisure, food and diet, entertainment and special occasions (VCELC157)  Convey and present information and ideas on a range of topics in different types of texts and modes (VCELC158)  Engage with and respond to imaginative texts, describing and expressing thoughts and opinions about key ideas, characters, places and events (VCELC159) | interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience  VC2LMG8C03 | * Combined to be more concise. Added reference to the skill of viewing. Specific topics and activities relocated to the elaborations |
|  | apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contexts  VC2LMG8C04 | * New |
| Translate texts from Greek to English and vice versa, interpreting meaning and identifying words or expressions of specific cultural significance in Greek (VCELC161) |  | * Removed |

##### Sub-strand: Creating text in Greek

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create and perform own and shared texts about imaginary people, places and experiences, to entertain others (VCELC160) | create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and context  VC2LMG8C05 | * Broadened context to support creation and presentation of a greater range of texts |
| Create bilingual texts in Greek and English, such as menus, posters or brochures on the same theme or event (VCELC162) |  | * Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify and reproduce irregularities of some sound–letter relationships and combinations, such as σμ, αυ, ευ, μία/μια, όι, άι, οϊ, αϊ, κι εγώ, build on pronunciation, using the accent mark for both intonation and meaning, spell frequently used words and apply accurate punctuation to writing (VCELU165) | apply conventions of spoken Greek to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  VC2LMG8U01 | * Refined and broadened, with specific Greek language elements relocated to elaborations |
| Identify and reproduce irregularities of some sound–letter relationships and combinations, such as *σμ, αυ, ευ, μία/μια, όι, άι, οϊ, αϊ, κι εγώ*, build on pronunciation, using the accent mark for both intonation and meaning, spell frequently used words and apply accurate punctuation to writing (VCELU165)  Apply knowledge of grammatical features, such as tense, voice, regular and irregular verbs, adverbs, pronouns and adjectives, and use conjunctions to construct compound and complex sentences (VCELU166)  Examine the structure and linguistic choices of a range of personal, informative and imaginative texts, such as digital/online diary entries, news reports, cartoons and stories, and consider how these choices were influenced by audience and purpose (VCELU167)  Understand how language use varies according to context, purpose, audience and mode of delivery, and how language choices, such as shifting from a formal to an informal style, may signal changes in social settings (VCELU168) | apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LMG8U02 | * Combined and refined and made more concise. Specific Greek language elements, text types and activities have been relocated to elaborations |
| Recognise that Modern Greek has evolved from Ancient Greek and that changes to the Greek alphabet, number system and style of writing have occurred through the ages; considering factors that have influenced this change (VCELU169) | reflect on the structures and features of Greek, and compare them with English and/or other languages, using some metalanguage  VC2LMG8U03 | * Refined to make it more concise by moving specific elements to elaborations. Broadened comparison with other languages, to acknowledge Victoria’s multilingual student population. Added explicit reference to metalanguage to support literacy development more broadly |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on how own biography, including personal experiences, family origins, traditions and beliefs, impacts on identity and shapes own intercultural experiences (VCELC164)  Understand how language use reflects cultural ideas, assumptions and perspectives, and reflect on how what is considered acceptable in communication varies across cultures (VCELU170) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LMG8U04 | * Combined and refined. Removed specific elements to be more concise |
| Participate in intercultural interactions, reflecting on choices and adjustments made to language and behaviour when communicating in Greek and demonstrating awareness of the importance of shared understanding (VCELC163) |  | * Removed. Reference to intercultural understanding has been relocated to VC2LMG8C04 |

## Levels 9 and 10 (F–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 10, students use written and spoken Greek to initiate, sustain and extend formal and informal interactions with teachers, peers and others in a range of settings such as, *Τι θα κάνεις μετά το σχολείο*; They use language spontaneously to respond to others, seek and give advice (for example, *Δεν ξέρω τι να κάνω*), contribute ideas and opinions, describe relationships, discuss aspirations (for example, *Θέλω να κάνω ένα ταξίδι*), compare experiences and express opinions on issues of interest such as, *Πώς θα προστατέψουμε το δάσος*; They interact with others to take action, make decisions, negotiate, plan and organise events and complete transactions. They sustain and extend conversations by elaborating on opinions and ideas, expanding questions, and seeking and discussing responses and opinions. They apply appropriate pronunciation, rhythm and stress in spoken Greek in their interactions. They analyse and evaluate ideas and information obtained from multiple spoken and written sources on a range of issues such as, Η *τεχνολογία σήμερα, Πού μιλάνε τα ελληνικά*; They present information using different text types and modes of presentation to suit different audiences and to achieve different purposes (for example, blog για το *σχολικό περιοδικό για τη μόδα, μιά μουσική εκδήλωση).* They share their responses to different imaginative texts by expressing and justifying opinions on language use, themes, moods and emotions. They manipulate language and use different techniques to produce imaginative texts for different audiences. When creating texts, they use a variety of grammatical elements, such as passive and active voice (for example, *Καθόμουν, Θα καθίσω, Έλα κάθισε*), negation (for example, *Ούτε τώρα, ούτε ποτέ*), word order and time clauses (for example*, Μιλούσε στο τηλέφωνο όταν τον είδα*), to shape meaning (for example, *Όταν έρθεις σπίτι μου, θα πάμε να φάμε έξω*). They accurately apply rules of punctuation and spelling to their own written constructions. Students translate and analyse a range of texts, compare interpretations and explain differences. They create a range of bilingual texts that convey intended meaning for a variety of purposes and audiences. They explain the relationship between language, culture and identity, question assumptions and modify language and behaviours in intercultural interactions as appropriate.  Students analyse a range of texts to identify cultural elements and perspectives and to explain the interrelationship between linguistic elements, context, purpose, audience and structure. They give examples of how language use varies according to cultural contexts, explaining why Greek interactions differ from those in English or other languages. They explain why Greek, like other languages, is fluid and dynamic as well as solid and influential. They explain ways in which language and culture are interrelated and influence each other. | By the end of Level 10, students contribute to and extend interactions in Greek in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by identifying and evaluating 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 apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language structures and features to enhance meaning and cohesion.  Students incorporate the features and conventions of spoken Greek to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They analyse Greek texts using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Greek to evaluate how this learning influences their ideas and ways of communicating. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Greek language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Greek

##### Sub-strand: Interacting in Greek

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate, sustain and extend interactions by exchanging experiences, seeking and giving advice, and discussing aspirations and relationships (VCELC171)  Participate in and sustain classroom interactions by elaborating on opinions and ideas and discussing the opinions and views of others (VCELC173) | initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to others  VC2LMG10C01 | * Combined and refined. Removed specific elements to be more concise |
| Take action, and contribute ideas and opinions in collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions (VCELC172) | contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  VC2LMG10C02 | * Refined. Removed specific elements to place greater emphasis on communication |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Obtain, analyse and evaluate information and ideas from multiple spoken, written, print or digital sources on a range of issues (VCELC174)  Adapt and present information, ideas and opinions on a range of issues in a variety of text types and modes selected to suit audience and purpose (VCELC175)  Interpret and discuss different imaginative texts, expressing and justifying opinions on aspects such as themes, mood, emotions and language choices (VCELC176) | interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LMG10C03 | * Combined and refined to be more concise. Reworded to articulate macro skills, including the skill of viewing, to align with VCE |
| Translate and analyse a range of texts from Greek to English and vice versa, comparing interpretations and explaining differences in meaning (VCELC178)  Discuss the interrelationship between linguistic elements, context, purpose, audience and structure of a wide range of text types, such as poetry, biographies, blogs, emails and advertisements, and identify how cultural elements are incorporated (VCELU184) | apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LMG10C04 | * Combined and refined. Pedagogy has been shifted to elaborations. Incorporated reference to ‘intercultural understanding’ to make it more explicit |
| Create a range of bilingual texts for a variety of purposes and audiences, reflecting on how meaning can be conveyed effectively (VCELC179) |  | * Removed |

##### Sub-strand: Creating text in Greek

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create and perform a variety of imaginative texts for different audiences, manipulating language and experimenting with different techniques such as imagery or sound effects (VCELC177) | create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiences  VC2LMG10C05 | * Refined and broadened context to support creation of a greater range of texts in Greek |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Use pronunciation rules and apply features of spoken Greek such as intonation, stress and rhythm to polysyllabic words, and extend to more advanced spelling and punctuation rules (VCELU182) | apply features and conventions of spoken Greek to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LMG10U01 | * Refined. Moved specific language elements to elaborations |
| Understand and apply grammatical structures, such as passive and active voice, negation, word order and time clauses, recognising that they serve particular functions and that grammatical choices shape meaning (VCELU183) | apply understanding of context and grammatical structures to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LMG10U02 | * Refined. Specific language elements moved to elaborations. Added ‘respond’ to support students to demonstrate their understanding |
| Reflect on the dynamic and ecological nature of language, recognising that Modern Greek still uses some words and phrases from earlier Greek versions of its language, and that all languages influence each other (VCELU186) | reflect on and evaluate Greek texts, using metalanguage to analyse language structures and features  VC2LMG10U03 | * Refined to be more concise by relocating examples to elaborations. Added explicit reference to metalanguage to support literacy development more broadly |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand that language, culture and communication are interrelated and shaped by each other, and recognise how this impacts on attitudes and beliefs (VCELU187)  Reflect on issues related to intercultural experiences, questioning preconceptions and generalisations, and taking responsibility for modifying language and behaviours (VCELC180)  Engage in intercultural experience, reflecting on own cultural identity and how this shapes personal ways of communicating and thinking (VCELC181)  Analyse culturally specific ways of interacting in Greek and how and why language use varies according to cultural contexts, considering why these differ from interactions in English or in other languages (VCELU185) | reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LMG10U04 | * Combined and refined for clarity, with specific examples and elements relocated to elaborations |

## Levels 7 and 8 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students use Greek to describe feelings (for example, *Αγαπώ τη μουσική*), express likes and dislikes (for example, *Δε μου αρέσει η σοκολάτα*) and exchange information about their personal worlds, including information about themselves (for example, *Mε λένε Γιώργο, Mένω στην Αυστραλία*), their family (for example, *O πατέρας μου είναι ψηλός*), friends (for example, *Ο Γιάννης είναι φίλος μου*) and interests such as, *Μου αρέσει η μπάλα*. They interact with others in collaborative and classroom activities, using modelled language to carry out transactions (for example, *Τι ώρα θα πάμε κυρία; Πόσο κάνουν οι καφέδες*;), ask and respond to familiar questions such as, *Το τρένο φεύγει στις δέκα*; follow instructions, and seek help or permission (for example, *Μπορώ να πάω σινεμά; Η τράπεζα είναι στο δεύτερο δρόμο δεξιά, Συγγνώμη κύριε αλλά δεν καταλαβαίνω*). When interacting, students pronounce Greek sounds, and use intonation and accentuation such as, *Το σχολείο, ο φίλος, οι φίλοι, Η Ελένη αγόρασε καινούρια μπλούζα*. They obtain information and identify key points from different sources, using non-verbal and contextual clues to help make meaning. Students describe characters, events and ideas in imaginative texts using high-frequency vocabulary and create short informative and imaginative texts using modelled sentence structures and formulaic expressions (for example, *Γεια σου μαμά / Καλημέρα κυρία Σοφία, Πώς είστε; χαιρετισμούς, Με αγάπη*). They use the present tense (for example, *Μένω στην Αυστραλία*), common verbs (for example, *γράφω, διαβάζω, θέλω, είμαι, έχω*) and other grammatical structures such as verb endings (for example, *ω, εις, ει, ουμε, ετε, ουν*) and singular and plural forms (for example, *ο, οι, η, οι, το, τα*) to create simple sentences and phrases such as, *Τί κάνεις σήμερα*; They translate and interpret texts using contextual clues and textual features and create simple bilingual texts for classroom use. When interacting, students modify their language and behaviour and recognise that aspects of their own language and culture impact on intercultural exchange (for example, *Το Πάσχα βάφουμε κόκκινα αυγά*).  Students identify the similarities and differences between the sound systems of Greek and English (for example, *γγ, μπρ, τσ, γκ, ντρ, ντ, γ, ζ, υ, ξ, ψ, χ, μυθολογία, ιστορία, οξυγόνο, χιλιόμετρο*). They describe the key features of common types of texts, comparing them with equivalent text types in English. They give examples of how language varies according to participants, roles and relationships, and context and culture (for example, *η μαμά, η μητέρα*). They identify ways that Greek language and culture have influenced and continue to influence many global languages. They analyse words and expressions to identify and explain connections between language and culture such as, *Στην υγεία σου/σας, Με γεια, Γεια στα χέρια σου/σας*. | By the end of Level 8, students use Greek to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in Greek or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience.  Students begin to use pronunciation, intonation and rhythm in spoken Greek to develop fluency. They demonstrate understanding that Greek has conventions for non-verbal, spoken and written communication. They comment on aspects of Greek and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Greek language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Greek

##### Sub-strand: Interacting in Greek

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with peers and teacher to exchange information and opinions about self, family, friends and interests, and express feelings, likes and dislikes (VCELC001) | interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds  VC2LMG8CM01 | * Refined. Moved topics to elaborations to broaden contexts for interacting, improving teachability |
| Interact in class routines and exchanges by asking and responding to questions, following instructions and seeking help and permission (VCELC003) | develop language to interact in exchanges, routines and tasks related to their classroom and interests  VC2LMG8CM02 | * Refined. Broadened context by removing prescriptive elements and shifting them to elaborations |
| Participate in collaborative activities, such as performances and presentations, that involve planning and making arrangements (VCELC002) | engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment  VC2LMG8CM03 | * Refined. Broadened contexts for interacting by and moving prescriptive elements to elaborations |

##### Sub- strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Locate and use key points of information, such as main ideas, specific details and general descriptions from a range of spoken, written, visual, digital or multimodal texts (VCELC004)  Use spoken, written and multimodal forms of presentation to convey information on selected topics of interest (VCELC005)  Access imaginative texts such as cartoons, songs, stories or digital texts, and respond by describing aspects such as characters, events and ideas (VCELC006) | locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding in ways appropriately to context, purpose and audience  VC2LMG8CM04 | * Combined and refined. Articulated the macro skill of viewing. Expanded to include reference to student responses considering context |
|  | develop and apply strategies to interpret and respond to Greek texts, and to convey meaning and intercultural understanding in Greek in familiar contexts  VC2LMG8CM05 | * New |

##### Sub-strand: Creating text in Greek

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create or represent and perform own imagined scenarios, characters and events, using stimulus materials and modelled language (VCELC007) | create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventions  VC2LMG8CM06 | * Removed pedagogical elements and broadened context |
| Create bilingual texts and resources to support their own learning, such as glossaries and personal dictionaries, digital resources and charts (VCELC009) |  | * Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify similarities and differences between the phonological and orthographic systems of English and Greek, including accentuation and intonation in oral language, and decode and use the Greek script (VCELU012) | recognise and apply the sounds and conventions of spoken Greek to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contexts  VC2LMG8UL01 | * Refined for clarity. Added reference to ‘develop fluency’ to support the learning progression. Relocated specific language elements to the elaborations |
| Identify similarities and differences between the phonological and orthographic systems of English and Greek, including accentuation and intonation in oral language, and decode and use the Greek script (VCELU012)  Recognise and use vocabulary and grammatical elements such as articles, pronouns and gender forms, and a limited range of common verbs in the present tense to create simple sentences and phrases (VCELU013) | apply understanding of the Greek writing system and grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LMG8UL02 | * Combined and refined by moving specific language elements to elaborations. Added reference to audience and text type, supporting students to create texts for specific purposes |
| Recognise and understand characteristic features of common types of text, comparing them with equivalent texts in English (VCELU014)  Translate and interpret texts such as emails, signs and notices from Greek to English and English to Greek, using contextual cues and familiar textual features and recognising aspects that are similar and different in the two language versions (VCELC008) | compare the structures and features of Greek with English and/or other languages using some metalanguage  VC2LMG8UL03 | * Combined and refined. Specific activities and text types moved to elaborations. Added comparison with other languages, to acknowledge Victoria’s multilingual student population. Added explicit reference to metalanguage to support literacy more broadly |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Engage with speakers of Greek recognising that interaction involves the expression of cultural experience and values as well as language (VCELC010)  Recognise their own and others’ ways of expressing identity, reflecting on the relationship between language, culture and identity (VCELC011)  Understand that Greek, like all languages, varies according to participants, roles and relationships, context and culture (VCELU015)  Understand that Greek is a language that has influenced many global languages and continues to influence and change through interaction with other languages and cultures (VCELU016)  Identify connections between language, culture and communication, recognising how communication styles and practices vary across cultures and how intercultural exchange involves the exchange of meaning as well as words (VCELU017) | recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LMG8UL04 | * Combined and refined to be more concise and to remove duplication. Specific language examples relocated to elaborations |

## Levels 9 and 10 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
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| By the end of Level 10, students initiate and sustain interactions with peers by sharing opinions and experiences and comparing aspects of teenage life (for example, *Πού θα πας διακοπές; Θέλω να γίνω πιλότος γιατί* ...). They interact with others to make decisions and plan events. They ask and respond to questions, clarify understanding and express agreement or disagreement in structured discussions and tasks, and spoken and written transactions (for example, *Πάμε στο σινεμά αύριο; Συμφωνείς; Θέλω/Δε θέλω*). When interacting, they use appropriate pronunciation, rhythm and stress (for example, *σ’ αυτόν, κοντά στην πόλη, Πάω στο ταχυδρομείο, Πάμε στη λαϊκή αύριο*;). Students locate and analyse information and perspectives from a range of texts and communicate information and ideas using different modes of presentation selected to suit audience and purpose (for example, *Μου αρέσει αυτό το έργο γιατί ..., είναι ωραίο, πιστεύω, νομίζω, διαφωνώ*). They share their responses to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices (for example, *Η μόδα είναι μονότονη, Αγόρασα καινούριο κινητό*). They use different techniques to produce imaginative texts for different audiences. They use a range of grammatical structures and elements to describe, situate and link people, objects and events, and apply their knowledge of vocabulary and grammatical structures such as *Είναι καλό, πολύ καλό, πάρα πολύ καλό*, to extend meaning. They translate, interpret and create texts in Greek and English for the wider community (for example, *Απαγορεύεται, Περαστικά*). When interacting, students share responsibility for making meaning. They give examples on how their identity influences their intercultural exchanges.  Students identify and reproduce regularities and irregularities of sound–letter relationships and combinations such as, *αυ, ευ, ββ, λλ, ρρ, ττ, ιου, ιο/ιό (for example, τετράδιο-χωριό), ειο/ειου, αϊ, άι, -ασμα, (for example, διάβασμα*). They analyse a range of text types in various modes to explain the relationship between context, purpose and audience and to identify structural, linguistic and culturally specific features. They compare Greek language and culture in various linguistic and cultural settings in Australia and overseas, and give reasons for variations that exist. They identify ways that Greek language has changed over time and propose reasons why it continues to change. They explain how cultural assumptions, attitudes and beliefs can affect interactions and appreciate the importance of mutual understanding to effective communication. | By the end of Level 10, students initiate and sustain Greek to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in Greek or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written Greek to create texts.  Students apply features and conventions of spoken Greek to enhance fluency. They select and apply their knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They discuss the structures and features of Greek texts using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Greek, to discuss how this influences their ideas and ways of communicating. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Greek language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Greek

##### Sub-strand: Interacting in Greek

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
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| Initiate and sustain interactions by sharing personal opinions and experiences, face-to-face or online, with peers, and comparing aspects of young people’s lives, such as relationships, events and aspirations (VCELC018) | initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worlds  VC2LMG10CM01 | * Refined by removing specific activities and elements, broadening contexts for interactions |
| Interact with Greek speakers and resources, recognising that intercultural communication involves shared responsibility for communication (VCELC027) |  | * Removed but elements that relate to intercultural communication have been retained in VC2LMG8CM05 |
| Participate in structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement (VCELC020) | use Greek language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss  VC2LMG10CM02 | * Refined by moving specific elements to elaborations |
| Participate in collaborative planning and decision-making for events and shared experiences, and engage in different transactions (VCELC019) | use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  VC2LMG10CM03 | * Refined to focus on communicative language use and remove prescriptive elements |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
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| Obtain, analyse and use information from a range of spoken, written, digital and visual texts, identifying and comparing perspectives on social and cultural issues (VCELC021)  Adapt and present information and ideas on a variety of topics using presentation modes selected to suit different audiences and to achieve specific purposes (VCELC022)  Respond to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices (VCELC023) | interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LMG10CM04 | * Combined and refined to be more concise. Articulated macro skills, including the skill of viewing, to align with VCE |
| Translate and interpret a range of community and social media texts such as posters, advertisements and blogs, identifying and explaining words or expressions of specific cultural significance (VCELC025) | apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LMG10CM05 | * Refined and broadened context by removing prescriptive elements. Removed ‘translating’ to focus on essential skills. Included explicit reference to ‘intercultural understanding’ |

##### Sub-strand: Creating text in Greek

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
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| Experiment with different techniques to create and present imaginative texts designed to engage different audiences (VCELC024) | create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  VC2LMG10CM06 | * Removed pedagogical elements and broadened context. Retained reference to student responses varying to suit a range of audiences |
| Create bilingual texts that draw on Greek and English for different purposes, such as menus or product instructions designed for both language contexts (VCELC026) |  | * Removed |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
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| Recognise and reproduce Greek sound–letter relationships and combinations in spoken and written forms and key features of pronunciation, rhythm and stress, including some irregularities (VCELU029) | apply features and conventions of spoken Greek to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LMG10UL01 | * Refined for clarity. Specific language elements moved to elaborations. Added reference to ‘enhance and extend fluency’ to support the learning progression |
| Develop knowledge of vocabulary and sentence structures to elaborate meaning, for example, by using a range of verbs and tenses, personal pronouns, adverbs, adjectives and time indicators to describe, situate and link people, objects and events (VCELU030) | apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LMG10UL02 | * Refined. Specific language elements moved to elaborations. Added ‘a range of texts’ to reinforce the use of grammatical structures in communicative contexts. Included reference to ‘some complex structures’ to support the learning progression |
| Compare and contrast the structure and linguistic features of different types of text, developing understanding of the relationship between context, purpose and audience, and identifying culturally specific elements (VCELU031) | reflect on and evaluate Greek texts, using metalanguage to discuss language structures and features  VC2LMG10UL03 | * Refined and reworded for clarity. Also added explicit reference to metalanguage to support literacy development more broadly |

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| Consider how cultural identity influences interactions in culturally and linguistically diverse contexts such as Australia (VCELC028)  Examine how Greek language and culture is variously expressed in different linguistic and cultural settings, identifying and explaining variations (VCELU032)  Explain how meanings may vary according to cultural assumptions and perspectives that people bring to interactions and experiences, recognising that such variations impact on intercultural communication (VCELU034) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LMG10UL04 | * Combined, refined and reworded for clarity |
| Understand how the Greek language has evolved, and how it continues to change over time due to processes such as globalisation, migration, and the influence of technology and popular culture (VCELU033) |  | * Removed |