Non-Roman Alphabet Languages
(F–10 Sequence and
7–10 Sequence)

Victorian Curriculum F–10 Version 2.0

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# Introduction

## Rationale

The Victorian Curriculum and Assessment Authority has developed a curriculum for languages that use scripts other than the Roman alphabet. This curriculum will allow Victorian schools to offer non-Roman alphabet languages for which there is no specific curriculum available. Please note, it is not possible to give examples that will illustrate every non-Roman alphabet language. Users should select the relevant language elements in the generic examples presented in the elaborations and tailor the learning for the target language.

Communication is a human imperative. Communication in a non-Roman alphabet language involves interaction to convey meaning, as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and to reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Learning a language in addition to English broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. A capability solely in English, despite its status as a world language, can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.

Learning a language in addition to English develops learners’:

* communication skills
* literacy skills in their first and additional languages
* intercultural capabilities
* understanding of, and respect for, diversity and difference, and openness to different experiences and perspectives
* understanding and appreciation of how culture shapes worldviews, and extends their understanding of themselves, and their own heritage, values, culture and identity
* critical and creative thinking.

Learning a language in addition to English provides opportunities for students to engage socially, culturally and economically in a variety of domains, which may include business, trade, technology, science, law, education, tourism, diplomacy, international relations, health and communications.

## Aims

The 4 interrelated aims of the Non-Roman Alphabet Languages curriculum are to develop knowledge, understanding and skills to ensure students:

* communicate in the target language
* understand the relationship between language and culture
* develop intercultural capabilities
* understand themselves as communicators.

## Structure

### Pathways

The Non-Roman Alphabet Languages curriculum has been developed to cater for learners with different linguistic experiences, including those with a background in the target language and those learning it as a second or additional language.

### Sequences

The Non-Roman Alphabet Languages curriculum is presented in 2 sequences that offer different entry points into language learning:

* F–10 Sequence, for students who begin to learn the language in Prep and continue to Year 10
* 7–10 Sequence, for students who begin to learn the language in Year 7 and continue to Year 10.

The VCAA acknowledges that these 2 sequences do not necessarily represent the variety of entry points into the curriculum. Teachers can use the sequences flexibly to meet the needs of their students by making appropriate adjustments to differentiate learning experiences and cater for learners of different backgrounds.

In the Non-Roman Alphabet languages curriculum, students progress along a continuum. The F–10 Sequence is presented in 5 bands, beginning with Foundation to Level 2, followed by Levels 3 and 4, Levels 5 and 6, Levels 7 and 8, and Levels 9 and 10. The 7–10 Sequence is presented in 2 bands: Levels 7 and 8, and Levels 9 and 10.

### Strands and sub-strands

Content in the Non-Roman Alphabet Languages curriculum is organised under 3 interrelated strands, each with a number of sub-strands (as shown in Table 1).

Table 1: Strands and sub-strands within the Non-Roman Alphabet Languages curriculum

| Strand | **Engaging with the Language and Culture (F–2 only)** | **Communicating Meaning in the Language** | **Understanding Language and Culture** |
| --- | --- | --- | --- |
| Sub-strands | Engaging with the language Engaging with the culture | Interacting in the languageMediating meaning in and between languagesCreating text in the language | Understanding systems of languageUnderstanding the interrelationship of language and culture |

#### Engaging with the Language and Culture

This entry-level strand appears in Foundation to Level 2 only. It involves students’ early exploration of and play with language learning. There are 2 sub-strands.

##### Engaging with the language

Developing receptive language skills in the classroom environment; exploring, noticing, listening and recognising, and then progressing to responding and using oral communication.

##### Engaging with the culture

Exploring and noticing connections between language and culture.

#### Communicating Meaning in the Language

This strand involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

##### Interacting in the language

Communicating and exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

##### Mediating meaning in and between languages

Locating, obtaining, interpreting and conveying information through a range of spoken, written, viewed and multimodal texts; moving between languages and cultures non-verbally, orally and in writing; recognising different interpretations.

##### Creating text in the language

Creating a range of spoken and written texts for specific contexts, purposes and audiences.

#### Understanding Language and Culture

This strand involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

##### Understanding systems of language

Understanding the linguistic features of the target language, including sound, writing, and grammatical and textual conventions.

##### Understanding the interrelationship of language and culture

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In the Non-Roman Alphabet Languages curriculum, students progress along a learning continuum. The learning sequence undertaken by students will determine the number and progression of achievement standards:

* F–10 Sequence – the first achievement standard is provided at Level 2 and then at Levels 4, 6, 8 and 10
* 7–10 Sequence – the first achievement standard is provided at Level 8 and then at Level 10.

### Content descriptions

In the Non-Roman Alphabet Languages curriculum, content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only and users should tailor the learning for the target language by selecting the relevant language elements in the generic examples presented in the elaborations.

## Learning in the non-Roman alphabet language

Students acquire communication skills in the language they are learning. They develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts. Language learning also promotes an appreciation of diverse attitudes, beliefs and values.

Students in Victorian schools come from a wide range of backgrounds. Some students will be learning the language for the first time, while others may have existing connections to the language as background speakers or through early learning experiences. Students who bring prior knowledge of the language to the classroom may have experience of regional variations of the language or may speak several languages at home.

### Macro skills

The macro skills of listening, speaking, reading, writing and viewing – also known as language modes – are interrelated. The learning of one skill often supports and extends the learning of others. To acknowledge these interrelationships, content in the Languages curriculums incorporates these macro skills in an integrated and interdependent way.

Teaching and learning contexts will necessarily draw from more than one of these skills to support students’ effective learning. For example, students will learn new vocabulary, such as words, phrases and expressions, through listening, reading and viewing. They will apply their knowledge and understanding in their speaking and writing, as well as in their comprehension of spoken, written, viewed and multimodal texts.

The macro skills are strongly aligned to all 3 strands in the Non-Roman Alphabet Languages curriculum (as shown in Table 2) and are implicit in the content of the sub-strands and across the content descriptions.

Table 2: The relationship between macro skills and the strands within the Non-Roman Alphabet Languages curriculum

|  |  |
| --- | --- |
| Strand | Macro skills |
| Listening | Speaking | Reading | Writing | Viewing |
| Engaging with the Language and Culture | ü | ü |  |  | ü |
| Communicating Meaning in the Language | ü | ü | ü | ü | ü |
| Understanding Language and Culture | ü | ü | ü | ü | ü |

### Texts

Students use a wide range of texts designed for language learning, such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic texts in the target language, such as websites, films, stories, songs, television programs, advertisements and magazines.

Texts can be spoken, written, viewed or multimodal, and in print or digital/online forms. They include all forms of augmentative and alternative communication; for example, gestures, real objects, photographs and images. Multimodal texts combine different modes of communication such as images and written or spoken language.

Texts provide important opportunities for learning about languages and cultures. Purposeful activities can be organised around texts to meet the needs of the students in the classroom. Many of the tasks that students undertake in and out of school involve understanding and producing texts in everyday and workplace contexts.

Teachers are best placed to guide the selection of texts for students to listen to, read, view, write and create. The texts and resources will become increasingly sophisticated and varied as students progress through their schooling.

Teachers in government schools should refer to the [Department of Education social media use policy](https://www2.education.vic.gov.au/pal/social-media/policy) if using social media texts, such as blogs, with students. Teachers in Catholic and independent schools should refer to their sector authorities for advice on social media policies.

### Intercultural understanding

In the Languages curriculum area, the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, as well as different contexts. This process involves reflection and analysis, as students move between the target language, English and/or their own existing language(s). It is a reciprocal and dynamic process that develops language use and intercultural awareness and understanding.

### The use of the target language and English

Students should use the target language to communicate whenever possible in classroom, local or digital environments. The use of English provides opportunities for students to reflect on, explore and discuss ideas, and to use metalanguage to talk about and compare languages and cultures.

# Curriculum – F–10 Sequence

## Foundation to Level 2

### Band description

In Foundation to Level 2, learning of the target non-Roman alphabet language builds on the Victorian Early Years Learning and Development Framework and each student’s prior learning and experiences with language. In the early stages, the focus is on engagement through imagination and play-based learning. Students first engage with the target language and culture through listening, viewing, speaking and action-related learning activities, stimulating their curiosity, and then strengthen and extend their skills by interacting with others in the language.

Students learn to communicate with others, and a focus on play is a strong feature throughout this band. They imitate the sounds, shapes and patterns of the spoken language, and receive extensive support through modelling, scaffolding and revisiting their learning as their understanding develops. Background language learners may interact in the target language within their family and/or their local community, and may bring prior knowledge of the target language and culture to the classroom.

Through engaging with texts of increasing depth and complexity, students are given opportunities to expand their linguistic repertoire. They recognise that the target language sounds are represented by letters, characters, syllable blocks or script(s) of the writing system. They develop their vocabulary and identify and explain their understanding of the language and grammatical features using simple metalanguage. They explore similarities and differences between the target language, English and/or other known languages. They explore the written language, beginning with guided reading of short, simple texts and progressing to creating their own short, modelled texts about their personal world as they develop their linguistic skills. Background language learners may bring examples of known target language contexts or texts to the classroom.

Culture and language are intertwined throughout every facet of language learning, and students discover that what is familiar to one person can be new to another.

### Achievement standard

By the end of Level 2, students identify the different sounds and rhythms of the target 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 the target language through play, first imitating sounds and patterns, and then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that the sounds of the target language are represented by the writing system of the language, and they can match these with words, copying and 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 the spoken language. They expand their repertoire of words and phrases in the target language through listening, viewing and reading, and then progress to creating short, simple sentences and responses using modelled language with teacher support.

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 the target language using simple metalanguage. They start to develop written competence by copying letters, characters, syllable blocks or script(s) and words, and then produce the language with support. They respond to texts using frequently used words, phrases and sentence patterns in spoken language and frequently used words and simple phrases in written language. They apply their understanding of some of the conventions and features of the spoken and written 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 the target language is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s).

### Content descriptions and elaborations

#### Strand: Engaging with the Language and Culture

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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| notice that the target language looks and sounds different to other languagesVC2LNR2E01 | * exploring the different languages spoken by members of the class, listening to the different sounds and ways of saying basic expressions such as ‘Good morning’ or ‘My name is …’, and then using modelled language to introduce themselves
* experimenting with sounds that are unique to the target language, and imitating the shape of the teacher’s mouth and the sounds they produce
* listening to familiar rhymes and songs in the target language, such as ‘Mary had a little lamb’ or ‘Head, shoulders, knees and toes’, and recognising how the words are different between the target language and English or other languages that students are familiar with
* responding to and using common greetings and gestures relevant to the time of day and using appropriate language to apologise or ask for help
* using the numbers 0 to 10, for example, counting aloud with a teacher; tracing numbers on paper or in the air; or making numbers with playdough
* creating or using visual flashcards with letters, characters, syllable blocks or script(s) in the target language and comparing them with other writing systems from around the world, for example, noticing how the writing system of the target language looks and sounds different from those of other languages
* tracing simple letters and then words in both the target language and English, noticing similarities and differences
* exploring loan words in both the target language and English, noticing how pronunciation may change slightly
* playing with and using tactile materials to create graphemes used in the target language, such as letters, characters, syllable blocks or script(s), for example, using plasticine; chalk writing on the pavement; painting with water; and making pictures out of graphemes to be displayed in the classroom
* listening to and viewing short video clips in the target language, and noticing and recognising the sounds and gestures that are different to English and/or other languages
 |
| develop oral language skills through exploring and listening to the sounds and patterns of the languageVC2LNR2E02 | * exploring the writing system of the target language through experiences such as circle chants to a beat or rhythm, and songs with movement and actions
* listening to words and their pronunciations with meanings, and playing games such as the ladder game, where the teacher calls out a word in English and students race to provide the word in the target language to take a step along the ‘ladder’ towards the end goal
* singing the sounds of letters, characters, syllable blocks or script(s), and noticing that sounds in the target language may be similar to or different from sounds in English or other languages represented in the classroom
* experimenting with language sounds and pronunciation through rhyming, singing, imitating, and using instruments, music and movement
* listening to and using onomatopoeia such as the sounds of animals, objects or actions (e.g. dogs barking, cats meowing, cows mooing, doorbells or phones ringing, hands clapping, feet tapping), comparing these with similar sounds in English and other languages represented in the class, and playing a call-and-response game to find their partner using only the onomatopoeia
* participating in songs, tongue twisters, games and rhymes with classmates to imitate pronunciation, intonation, tone, rhythm and/or stress, such as through tongue-twister races or rhyming dominoes
* listening to and viewing short video clips in the target language, and exploring the intonation patterns, facial expressions and body language, for example, to identify the differences between questions and exclamations
* engaging with new sets of vocabulary by making concrete associations with them, for example, touching and identifying colours or shapes in the classroom; or touching and identifying soft-toy animals, and then naming them or describing their features
* playing games using familiar objects or words in the target language, for example, creating a matching game to match words in the target language with pictures or objects, saying the words aloud as they match
 |
| recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrasesVC2LNR2E03 | * interacting with their peers and teacher, using formulaic language, simple expressions and appropriate phrases in everyday social interactions for thanking, apologising, offering well wishes (e.g. ‘Happy Birthday’, ‘Happy New Year’), and greeting and farewelling others using appropriate expressions, tone and body language
* participating in routine classroom exchanges with peers, responding using common greetings and gestures relevant to the time of day
* responding to images showing different times of the day, practising greeting each other at these different times of the day, and articulating which greeting is most appropriate and why
* using modelled language to introduce themselves and greet others, using appropriate forms of address and body language
* singing along to a song containing keywords, simple phrases and formulaic language for greetings, farewells or self-introductions; moving around the classroom as the song is played; and, when the music is paused, finding a partner or peers to say keywords or key phrases
* using a combination of the target language and English in the classroom, noticing the different ways in which their teacher and peers may say some greetings, words or phrases
* listening to or viewing short clips in the target language, recognising some words and phrases in the language that are associated with cultural beliefs, practices and traditions
* participating in a ‘word chain’ game, where a student says a word that starts with the last letter of the previous word, and then passes it on to the next student
* playing ‘Simon says’ with classroom instructions and familiar formulaic phrases, using gestures to reinforce comprehension
* participating in simple modelled dialogues through playacting, using toys and books, and practising greetings and formulaic language
 |

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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| explore connections between language and culture through play and/or imaginationVC2LNR2E04 | * acknowledging and celebrating the language and cultural diversity of others, for example, listening to the different sounds and ways of saying common expressions; or learning about music, dance, celebrations and games from different cultures, and participating in cultural activities from the target culture
* participating in whole-class discussions about the meaning of culture and identity, talking about their own cultural traditions, practices, and what is important to them and their way of life
* exploring culture through visuals such as diagrams, photos, video clips, routines and practices, using thinking routines such as ‘see-think-wonder’
* listening to and singing along with well-known songs and lullabies in the target language, and songs from Aboriginal and Torres Strait Islander cultures, such as ‘Inanay’, recognising that all cultures have children’s songs
* recognising that music, dance, food, celebrations and games are connected to culture, and learning and participating in simple dances from the target culture
* using gestures, facial expressions and body language through games such as charades, or by incorporating them into stories, plays or songs to enhance meaning
* locating on a world map or globe the country/countries and regions where the target language is spoken, and recognising that there are different countries and regions with unique cultures and languages
* using their imagination to immerse themselves in a cultural experience, for example, playing a shopping game or pretending to be a famous character from the target culture
* playing a simple vocabulary-matching game, for example, racing against a partner to find a picture that corresponds to the target language word the teacher says, or playing picture bingo or ‘pacman tag’
* listening to children’s stories in the target language, identifying different characters in the corresponding images; acting out different actions from the story, and then discussing cultural references; or acting out well-known poems, proverbs or idiomatic expressions in the target language with puppets, dress-ups or pictures, and then retelling these stories using illustrations or craft materials
 |

#### Strand: Communicating Meaning in the Language

##### Sub-strand: Interacting in the language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| communicate using formulaic and modelled language relating to aspects of their personal worldVC2LNR2C01 | * using and exchanging simple greetings, using formulaic language, expressions and body language, depending on the time of day and relationship to the other person, for example, when speaking with peers or with adults
* participating in routine classroom exchanges such as the opening and closing of lessons, responding to the roll call, and moving between activities
* introducing themselves and other important people in their lives to others using modelled sentences and formulaic language
* conducting simple conversations about familiar objects, for example, bringing their favourite toy to participate in a short show-and-tell activity and answer simple questions
* creating simple written correspondence such as greeting cards and notes using modelled language, for example, creating a birthday card for a classmate or a family member
* using modelled sentences and/or supporting gestures to communicate informally about likes, dislikes and favourite possessions
* asking and answering questions about each other’s daily routines at home and at school, creating a pictograph to collate the results, and then discussing them in the target language
* following the teacher’s directions and responding with non-verbal and spoken responses in games such as a call-and-response game or ‘Simon says’
* recognising differences in greetings and simple expressions in different social settings, such as with people of different ages and/or different degrees of familiarity, and participating in role-plays by taking on different roles and using different voices and tone to match the role
 |
| participate in a range of guided language activities using formulaic expressions, and visual and spoken cuesVC2LNR2C02 | * identifying keywords and information with guidance in simple written, spoken and visual texts, for example, listening to and viewing the reading of a picture book while the teacher points to the words
* participating in guided activities and simple exchanges using formulaic or repetitive language, for example, participating in games, tasks and activities that involve guessing, matching and choosing cards or objects (e.g. bingo, snap, go fish)
* singing and engaging in activities in the target language that include rhymes, action songs, lullabies and counting songs
* using non-verbal cues such as clapping, head movements, eye contact and facial expressions to convey meaning and understanding and to express emotion
* practising vocabulary, for example, practising high-frequency words (e.g. verbs, nouns, adjectives) using flashcards with images and/or written words, as well as gestures to accompany the words (where relevant)
* playing a range of games to reinforce vocabulary (e.g. matching pairs, filling in gaps, drag-and-drop, memory, bingo), using visual and spoken cues, formulaic language and simple expressions; or engaging in activities that involve sorting, guessing, matching or choosing objects, using modelled questions and responses, and phrases
* using the writing system of the target language in a group or individually to solve puzzles (e.g. memory, word match, word-find puzzles, simple word sudoku) or to play spinning-wheel games (e.g. spin and spell, wheel of words) or hangman
* participating in a show-and-tell or a presentation about a favourite item using simple language, and responding to simple questions from the audience such as ‘what’, ‘when’, ‘where’ or ‘who’
* participating in traditional or contemporary games, activities or dances using modelled language, for example, learning a traditional dance or doing the target language version of the ‘Hokey pokey’ or animal yoga poses
* participating in language-focused board games, using spontaneous or formulaic expressions and responding to visual and spoken cues in the target language, for example, expressing excitement, disappointment or encouragement, or indicating the next player’s turn
 |

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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrasesVC2LNR2C03 | * identifying keywords in songs, chants, rhymes and stories, and responding with the associated gestures, miming the actions, or using simple words or formulaic phrases
* listening, reading or viewing simple spoken, written and multimodal texts, and then demonstrating comprehension of ideas through actions such as labelling, matching, drawing, onscreen pointing, clicking or dragging
* listening for specific points of information in stories, rhymes or songs, using intonation, gestures and facial expressions to aid comprehension
* locating simple keywords in familiar contexts, such as labels, captions, titles in stories, signs, shopping lists or takeaway food menus
* demonstrating comprehension and early literacy skills by labelling, matching, drawing or miming, for example, matching pictures to words or miming the actions shown on flashcards with greetings or verbs
* re-enacting parts of a story by participating in a skit or role-play in the target language, pretending to be a character from the story
* sorting and categorising information using simple graphic organisers such as mind maps, Venn diagrams, pictographs or tables, for example, recording likes and dislikes, pets at home, or favourite sports
* responding to texts by sequencing pictures and simple sentences in the order that events occurred, or by creating a storyboard or cartoon strip to retell a story or information
* recognising that gestures and body language are integral to communicating for Aboriginal and Torres Strait Islander Peoples, and showing examples of how they are also integral to communicating in the target language and the language(s) the students may speak at home
* reading short texts or passages in the target language and using support materials such as wordlists, letter/character/script charts or mnemonic devices to assist reading
 |
| explore and make meaning from sounds, words and phrases for familiar objects or terms in the target language through play, and discover how languages influence each otherVC2LNR2C04 | * participating in traditional songs and rhymes and learning fingerplays to develop language through repetition and memorising the words of the rhyme
* playing children’s games in the target language, such as digital or physical board games that have been modified to help students enhance vocabulary and learning (e.g. bingo; Who am I?; snakes and ladders), and responding to simple instructions
* playing a game on a familiar topic such as body parts, fruit or animals to develop and expand vocabulary (e.g. fruit basket; pacman tag; I have, who has?)
* practising counting in the target language, using numbers to count objects, and matching numbers in the writing system of the target language with numerals (where relevant)
* grouping words (e.g. colours, shapes, animals, foods) into sets by using counter classifiers, flashcards and/or images, and playing games (e.g. buzz, around the world, hot seat, pass the ball) to practise sets of vocabulary
* using and manipulating classroom aids such as coloured shapes, animal counters or picture cards to create understanding of number, adjectives and word order, for example, ‘I have 2 circles and 3 triangles’; ‘I have one small dog and 2 large horses’; ‘There are 5 oranges and 4 apples’
* exploring and comparing familiar onomatopoeia in the target language with similar terms in English and/or other languages, and then making the relevant noise when their teacher says the name of the animal, or listening to recordings of animals and saying their names in the target language
* noticing that some words may sound similar in the target language (e.g. ice cream, chocolate, computer, pizza), and creating a loan-word poster for the classroom
* recognising that many languages have loan words and that words from the target language may be used in English, and then making a list of words from other languages and playing sorting games
* performing in role-plays such as purchasing fruits and vegetables in a marketplace/shopping role-play, and noticing similarities and/or differences between the target language, English and/or other languages
 |

##### Sub-strand: Creating text in the language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create spoken and written texts, using the writing system of the target language as appropriate, and using words, familiar phrases and modelled languageVC2LNR2C05 | * identifying and reproducing the sounds of the target language in written form, for example, tracing the letters, characters, syllable blocks or script(s), and imitating the sounds that they make
* creating the letters, characters, syllable blocks or script(s) of the writing system used by the target language, or creating simple words using playdough or a sand tray
* participating in shared imaginative activities and responding through singing, chanting, playacting and movement, for example, retelling a story and taking on the role of one of the characters
* using familiar vocabulary and modelled sentence structures to create informative texts about themselves and their family, friends and possessions, such as a spoken or written description of ‘my family’, a page in a class book of ‘our favourite things’, a personal family tree or a dialogue
* making greeting cards in the target language for celebrations, using quotations alongside equivalent English greetings where culturally appropriate
* creating a print or digital glossary of new words and phrases in the target language with accompanying drawings, pictures or photos, for example, creating a collage or booklet of parts of the body and labelling them
* creating and illustrating class ‘Big Books’ about familiar topics using simple modelled structures, for example, writing and drawing favourite animals, and practising reading the words aloud
* creating and presenting role-plays that include everyday interactions such as greetings at different times of the day, daily routines, eating at a cafe, or meeting someone while walking the dog
* creating stories, rhymes and songs in the target language based on viewed drawings, pictures or photographs, using simple or complex sentences and captions
* creating a survey or tally about members of the class (e.g. what fruits they like/dislike; their birthday month), and then creating a display wall with pictures and captions in the target language
 |

#### Strand: Understanding Language and Culture

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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| imitate the pronunciation and intonation of the spoken language, and understand how sounds are producedVC2LNR2U01 | * building phonic awareness by pronouncing the familiar sounds of the target language, matching these sounds to the graphemes of the writing system (including those using diacritical marks, where relevant), and building to more unfamiliar sounds in activities such as flashcard chants, matching games, snap, spot the marker, or shared reading activities
* imitating target language pronunciation and tone by singing along with videos or recordings, for example, alphabet songs or familiar children’s songs
* imitating the sounds, rhythms, intonation and stress of the target language, using hand gestures and non-verbal cues to assist learning, for example, reciting simple poems, tongue twisters or rhymes using a range of gestures to support comprehension
* learning that statements and questions may have different intonation patterns in the target language, and using gestures to indicate the intonation patterns they hear, for example, moving the arm up as the intonation rises
* reciting rhymes and songs that relate to the writing system of the target language and then matching the sounds with graphemes from the written language
* practising the pronunciation of sounds in the target language, for example, through viewing short video clips and then repeating simple words; or playing a game to listen to the sound words in the target language and then clapping out syllables of words
* observing and practising the movement of the mouth, tongue and vocal cords to make clear sounds of the target language, noticing the exhalation of air in aspirated sounds and using a hand on the throat to feel the vibrations in the vocal cords when producing voiced sounds
* understanding how vowels and consonants are pronounced, comparing the pronunciation of these sounds in the target language by creating nonsense words with similar-sounding phonemes, and then sounding them out
* developing pronunciation, phrasing and intonation skills by singing, reciting, and repeating words and phrases in the target language in context, for example, by participating in short role-plays or using puppets to perform mini scenarios; or noticing how intonation, tone and pronunciation nuances may change the meaning or intent of some words and simple expressions, creating shorts skits to highlight and demonstrate misunderstandings
* imitating sounds and intonation patterns of the target language through nursery rhymes or tongue twisters, for example, participating in tongue-twister races or creating their own tongue twisters using specific words
 |
| identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrasesVC2LNR2U02 | * exploring the writing system of the target language through learning experiences such as building blocks, card games, flashcards, grapheme/sound charts and chants, noticing unique features of the writing system such as stroke order, hanging script, diacritical marks or other components (where relevant)
* using or creating their own mnemonic devices to remember the sounds and shapes of the target language, for example, by associating the graphemes of the writing system with pictures or stories
* building phonic awareness by recognising and experimenting with sounds, for example, creating a list of words that have similar phonemes, highlighting or underlining similarities, and then focusing on sounds that are new and initially difficult by creating personal charts of ‘tricky sounds in the target language’
* comparing similar and different sounds and phonetics, for example, exploring how sounds change in common loan words from English (e.g. banana, ice cream, computer), and discussing how and why the sounds change
* translating familiar words or phrases using visual cues or wordlists, explaining the meaning of particular words or simple expressions, for example, by having a ‘word of the week’ or ‘phrase of the fortnight’, and creating posters to explain the meaning of the word or phrase
* developing pronunciation through singing, reciting and mimicking elements of the target language in context, for example, singing children’s songs in a round such as ‘Row, row, row your boat’
* reading a short text or poem in the target language, underlining rhyming words, creating a list of rhyming words, and then comparing each other’s words
* participating in group reading of familiar stories or sensory books in the target language, repeating keywords and simple descriptions
* differentiating the writing system of the target language from other forms of written expression such as the Roman alphabet, and identifying languages that may be spoken by students in the class
 |
| recognise and explore how the writing system and features of language are used to construct meaning in the target languageVC2LNR2U03 | * becoming familiar with the writing system of the target language, noticing similarities to and differences from English and/or other languages, for example, by saying and/or singing language-related songs such as a writing-system song, and discussing similarities and differences in the sounds
* exploring the writing system of the target language and how its graphemes are pronounced, noticing its differences with the writing system of English
* learning the writing system and sounds of the target language by experimenting with the formation of graphemes with hands-on play to recreate them using playdough or found objects; writing in sand or with big brushes and water on concrete; using blocks to make things that start with a focus letter; or playing word games such as bingo
* tracing and writing graphemes and words or sentences to practise writing in the target language
* understanding how simple punctuation is used in the writing system of the target language, for example, to end a sentence, indicate a question or separate different parts of sentences
* practising the writing of graphemes, noticing the differences between writing in the target language and in English
* matching target language and English-language texts, for example, making name tags in both languages, or labelling items in the classroom or around the school in both languages
* noticing how simple verbs in the target language may change their form within sentences or according to gender and number
* identifying people by using singular and plural forms of pronouns (where relevant), for example, by describing images of different groups of people
* using simple negation words in familiar contexts, for example, by playing a game of 20 questions, practising the negative response
 |
| identify that the target language has grammatical structures and other written and spoken language features that may be similar to or different from English and/or other languagesVC2LNR2U04 | * comparing target language and English-language words used in class to recognise that the target language has its own words, sounds and gestures that are used to make meaning, for example, comparing how students greet teachers and other students in the target language and in English
* recognising that there are spelling rules in the target language that affect pronunciation, and then creating posters for the classroom that demonstrate those rules
* comparing language features in the target language and English by using simple sentences in both languages and identifying similarities and differences
* creating simple print or digital texts in the target language and English, such as captions and labels, for the immediate learning environment
* reading simple texts in the target language with support, and noticing similarities and differences between the text structure in both the target language and English, such as sentence structure and word order for statements and questions
* discussing and identifying simple nouns, verbs and adjectives, and applying this knowledge, for example, playing pictionary to draw different nouns; playing charades with verbs; or playing adjective snap, racing to be the first in their group to touch the card related to the adjective the teacher calls out, and using these words in simple formulaic sentences
* using high-frequency words in the target language (e.g. verbs, nouns or adjectives) in a variety of contexts, and completing word searches by starting with easy words and then moving on to gradually more challenging ones
* noticing that the target language uses some similar punctuation conventions to English (e.g. commas, full stops, question marks), as well as grammatical particles (where relevant), and comparing them with other languages
* recognising the order of words in phrases and sentences, including the direction of the text (where relevant), and making comparisons with English and/or other languages represented in the classroom
* understanding the role of different words for asking questions, discussing the position of the interrogative in the sentence and how the word order changes (where relevant) in forming a question
* recognising simple adverbs in both English and the target language, for example, discussing what an adverb is, and then playing an adverb game, where students stand up or raise their hand when they hear or read an adverb presented by the teacher
* recognising and understanding language features such as prepositions, singular and plural forms, and simple verb forms
* becoming aware of grammatical gender (where relevant), and noticing and using masculine or feminine forms of nouns and adjectives
* developing knowledge of cardinal numbers and using them in modelled sentences, such as counting objects, talking about age, or telling basic time, for example, by conducting a number scavenger hunt or playing a game of ‘What’s the time, Mr. Wolf?’
 |

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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| reflect on how language, culture and identity are interconnected and discuss how communities of speakers of the target language are similar to or different from othersVC2LNR2U05 | * describing aspects of one’s personal world such as family, culture and language(s), and discussing how these connect with one’s identity
* participating in cultural experiences and celebrations, such as watching a cooking demonstration, dressing in traditional clothes or learning a new dance, and using some associated target language words, phrases and gestures
* exploring the meaning of culture and how it can involve visible elements such as clothing, food, eating and dance
* comparing the use of language and gestures in common social situations in the target language culture with English and/or other languages, for example, comparing the language and gestures used when giving or receiving a gift or when offering congratulations at a significant life event
* noticing non-verbal forms of communicating with each other in the target language, such as ways of greeting and how body language can be used to express agreement, disagreement, preferences, feelings and emotions, and then comparing these to English and/or other languages
* demonstrating understanding that language changes according to the audience, for example, the language used to greet one’s elders, parents or carers is more respectful than greetings used for one’s friends
* creating a ‘language portrait’ of themselves using a whole-body silhouette that represents their personal experiences of language and culture by adding colours, shapes and words within and around the outline; and exploring symbols used in a range of contexts used by target language-speaking communities, such as identifying the colours of flags, and comparing similarities and differences with other communities (e.g. Aboriginal and Torres Strait Islander Peoples)
* discussing different cultural and religious holidays that students celebrate at home and sharing different holidays and holiday greetings of the target language community or communities
* naming languages they have encountered in everyday life, for example, conducting a class survey to create a list of the languages spoken by their neighbours or classmates
 |
| identify where the target language is used around the world and recognise that there are many different languages spoken in communities throughout AustraliaVC2LNR2U06 | * looking at a globe or world map, identifying places where the target language is spoken and then discussing those places
* researching the countries where different languages are spoken and brainstorming why the world has numerous languages
* researching symbols and colours used by Aboriginal and Torres Strait Islander Peoples and by countries or communities where the target language is spoken, for example, identifying the colours on a range of flags from different countries and communities in the target language, and discussing what the colours represent in English
* surveying peers about their cultural backgrounds or connections, creating a culture-representation map for the class and sharing which languages are used at home or with extended families
* noticing that many languages from different parts of the world are spoken in Australia, including the target language, and representing these as a wall display in the classroom
* noticing how local names of streets, places and landmarks can have their origins in the language(s) of Aboriginal and Torres Strait Islander Peoples, identifying the meanings of these place names, for example, ‘You Yangs’ comes from the Wadawurrung words Wurdi Youang, meaning ‘big hill’, and then discussing the names of landforms that also denote physical characteristics in countries or communities where the target language is spoken
* recognising that languages and communities have different protocols regarding the use of terms of respect, for example, there are ways of addressing Aboriginal and Torres Strait Islander Peoples using familial terms (e.g. Uncle, Aunty) depending on the relationship, and comparing these terms with those in the target language and/or other languages
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## Levels 3 and 4

### Band description

In Levels 3 and 4, learning of the target non-Roman alphabet language builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers through purposeful and creative play in structured activities that involve listening, speaking, reading, writing and viewing. They use the target language to interact with their peers and teachers and to participate in activities in familiar settings that reflect their interests and capabilities. Background language learners may also bring their experience of interacting in the language with their family and/or their local community to the classroom.

Students use local and digital resources to explore the communities where the target language is spoken in Australia and diverse locations across the world. They receive support through modelling, scaffolding and repetition, as well as the use of targeted resources. They access authentic and purpose-developed texts in the target language such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. Background language learners may share authentic resources and bring knowledge of words and expressions to the classroom.

Students develop active listening skills and use gestures, words and modelled expressions, imitating the sounds, pronunciation and intonation of the language. Students use simple metalanguage to discuss similarities and differences in the target language, English and/or other languages. They recognise the interconnected nature of language, culture and identity.

### Achievement standard

By the end of Level 4, students use the target language 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, using the target language writing system as appropriate.

Students imitate the sound combinations and rhythms of the spoken language. They demonstrate their understanding that the target language 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 the language and make comparisons between the target language and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ cultural identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in the Language

##### Sub-strand: Interacting in the language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions VC2LNR4C01 | * selecting formal/informal greetings in the target language for real or simulated situations, depending on the time of day and relationship to the other person, for example, using given names when greeting friends or a respectful form of address when speaking to adults
* initiating conversations in the target language using modelled words, formulaic phrases or spontaneous interjections, collating these words and phrases into a sentence-starter chart for the classroom
* learning common ways to join and maintain a conversation in the target language, such as asking a question and requesting repetition, and then playing conversation games to practise
* describing features, characteristics and locations of things or places in the target language, and using this language to create scavenger hunts
* sharing information about themselves, friends or family in the target language, such as exchanging details about interests, routines, experiences or leisure activities, for example, conducting class surveys and presenting the information in a pictorial chart or graph
* viewing a short video clip in the target language and expressing likes, dislikes, preferences, feelings and emotions, using modelled phrases and common formulaic expressions
* playing speaking games (e.g. I spy; What am I?) using formulaic opening statements and responses
* asking and responding to familiar questions related to time, place, people and number in the target language, using appropriate intonation and formulaic expressions, for example, playing a game of ‘Whodunit?’ and using questions to try and solve the puzzle
* engaging in classroom routines and responsibilities, for example, being an assistant, giving instructions and information, and responding to requests
* exchanging different types of written and digital correspondence in secure, teacher-moderated online environments in the target language, such as notes, messages, greeting cards or invitations, using modelled language
 |
| participate in activities that involve expressing interests and exchanging information with others, using a range of familiar phrases and modelled structuresVC2LNR4C02 | * interacting with their peers and teacher to exchange personal information about everyday routines involving their school and home environments, for example, participating in a ‘Monday morning sharing session’, where they share information about what they did on the weekend
* using questions and active listening skills, and interpreting non-verbal cues, when working collaboratively or when contributing ideas to whole-class discussions
* participating in role-plays or skits in the target language, such as buying items at a shop or ordering food at a restaurant, using props such as play money and dress-up clothes
* engaging in group games inside and outside the classroom, using modelled, formulaic phrases in the target language to negotiate turn-taking and sharing
* participating in shared or group reading, taking turns to read in the target language, and responding to questions about the content
* interacting, giving feedback and encouraging each other in the target language during collaborative learning activities or games
* collaborating with peers to plan and complete tasks such as designing a poster or an invitation in the target language for a significant event or a class party, and deciding what items to bring
* planning, rehearsing and performing an item in the target language for an audience such as school assembly, another class or parents, and delegating roles and responsibilities
* working together to design posters, promotional material or invitations for an activity such as a cultural event or a class party, making shared decisions about content and design when creating displays or posters for special events
* creating a class profile with information collected from peers, for example, creating a chart or database to identify their favourite sports, food or colours
 |

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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal textsVC2LNR4C03 | * locating key information about everyday contexts and routines from written, spoken and visual texts, for example, underlining or highlighting key information in a written passage, viewing an image and brainstorming keywords and key phrases that relate to the image
* reading profiles and stories in print and digital form (e.g. about people or animals), and creating a display with names and short descriptions
* identifying and relaying keywords obtained from short spoken texts with some unfamiliar language, for example, listening to a recorded shopping list and then sequencing pictures/items in order, based on what they hear
* listening to short spoken texts that contain some unfamiliar language, such as announcements for a game or directions to a place, identifying specific points of information to obtain the gist
* viewing images and/or videos about topics being studied and locating relevant information, for example, viewing a beach picture and responding using the target language; or looking at a photo or other image and using it to complete a ‘word-phrase-sentence’ activity (where students say or write a word, then a phrase, and finally a sentence that describes the image they have viewed)
* watching or listening to a short weather report in the target language and using the information to decide which day to invite their friend to play outside, and then creating a short invitation or message with corresponding images
* listening to, reading and/or viewing texts such as traditional tales or popular stories, and re-enacting scenes or adapting the text using modelled language such as creating an alternative ending or adding a new character
* comparing information related to aspects of school life in a target language country/community and in Australia, such as timetables, extracurricular activities or sports, subjects studied, lunchtime meals (compared to school canteen meals in Australia), or school uniforms
* questioning or surveying classmates in the target language about their likes and dislikes, pets or interests, and representing the data in various formats such as lists, tables or a shared class graph
 |
| develop strategies to comprehend and produce the target language, adjusting language to convey meaning and/or intercultural understanding in familiar contextsVC2LNR4C04 | * playing translation games at word or sentence level (e.g. matching activities, collaborative translation, verbal dominoes)
* creating class resources using the writing system of the target language to reinforce learning and exposure to language concepts (e.g. pattern charts, a bilingual class dictionary, a vocabulary mind map with connected words, a board game)
* creating handmade or digital greeting cards in the target language for different celebrations and traditions, and adjusting language accordingly
* participating in shared activities such as listening to or viewing video recordings, and respond by acting out events, identifying favourite elements, and making simple statements about characters in the target language
* participating in familiar situations such as greetings or self-introductions in the target language, and identifying the different uses of language in specific contexts, for example, using polite, honorific, formal or informal forms with different people
* translating popular children’s rhymes, songs and stories in the target language into English, noticing words that are difficult to translate or explain
* reading or viewing signs or phrases in familiar contexts in the target language (e.g. street signs, addresses, food labels), noticing that some signs and symbols are universal or similar in many countries (e.g. the recycling sign), and discussing those that are different
* recognising that some Australian terms, idioms and expressions are only meaningful in the Australian context and have no equivalent in the target language (e.g. bushwalking; break a leg; no worries)
* reflecting on contexts where cultural elements are embedded in common expressions and phrases in the target language, and then comparing this with equivalent contexts and ways of using verbal and non-verbal language in English and/or other languages, such as hand movements, head motions and other gestures, as well as eye gaze and silence (where relevant)
 |

##### Sub-strand: Creating text in the language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create and present spoken and written texts using formulaic expressions, simple words, phrases and sentences, and modelled textual conventions, using the writing system of the target languageVC2LNR4C05 | * learning songs in the target language related to topics being studied (e.g. daily routines, food, directions, celebrations), and performing in front of an audience (e.g. other classes, parents, grandparents)
* completing cut-up or jumbled sentence activities, where they move word cards around to create statements and questions, using the correct word order
* creating a family tree, poster or presentation to show ancestry and language background using captions, simple descriptive language and culturally appropriate terms to identify relationships
* creating a class map that identifies parts of the world that have communities of speakers of the target language and other languages that are represented in the classroom
* creating and exchanging simple correspondence in the target language such as greeting cards, notes, invitations or messages, in print or digital form, incorporating formulaic expressions, simple phrases and sentences, and modelled textual conventions
* creating simple descriptions in the target language of the Aboriginal Country on which they live or elsewhere in Australia
* creating and performing short spoken and written imaginative texts in the target language, for example, reciting poems, or performing dialogues or collaborative stories, using common formulaic expressions and modelled language
* contributing to a class newsletter or report about topics they have been studying in the target language or other learning areas, using some unfamiliar words and following the appropriate modelled conventions for the text type
* creating and/or presenting a set of simple written instructions or steps for a peer or the class to follow, for example, drawing a monster in response to prompts given in the target language
* creating short, simple texts to recount events, selecting appropriate demonstrative pronouns and pronouns for people, places and objects, for example, writing a message to a friend about their weekend plans, writing a simulated blog post about attending a community event, or creating an audio or video advertisement for an upcoming school event
 |

#### Strand: Understanding Language and Culture

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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentencesVC2LNR4U01 | * identifying, pronouncing and writing the graphemes of the target language, recognising sound–grapheme relationships in the language, pronouncing the sounds of the target language, matching the sounds to the writing system, and applying this knowledge to words and sentences
* recognising and pronouncing the sounds of the target language, including the most common complex sounds (e.g. digraphs, stressed or blended sounds) in bingo, memory, or other flashcard games or digital interactive games, and using them to form words
* imitating modelled pronunciation, intonation and tone by playing language games (e.g. call-and-response games; Who am I?; 20 questions), or using different strategies such as mnemonic devices to remember new sounds, pronunciation and intonation patterns
* racing each other to correctly find the letters, characters, syllable blocks or script(s) as the teacher calls them out, for example, playing a ‘swatter’ game or ‘race around the room’
* using modelled language and formulaic phrases when participating in oral practice exercises (e.g. timed pair practice; sentence starters; ‘finish the sentence’)
* identifying patterns of pronunciation within similar words, for example, verbs or adjectives, discussing and creating an agreed understanding of the pronunciation rules for these words
* identifying how pronunciation and intonation are used in spoken, written and multimodal texts to clarify the function of the same word in an interaction or a sentence
* identifying sounds within high-frequency words when reading, highlighting the sounds and noticing how they are represented by the writing system; recording themselves reading short texts aloud to practise sounds, stress and intonation; and then predicting pronunciation by sounding out words based on phonetic knowledge, for example, creating short weather reports and recording them for others to listen to
* recognising that there are loan words in the target language from English and other languages, and learning how to identify and pronounce these words, making note of special features used in the writing system to identify loan words (where relevant)
* recognising how pitch, stress and rhythm help to convey meaning even when individual words are unfamiliar, for example, listening to and repeating basic tongue twisters or wordplay
 |
| recognise and use modelled language, words and formulaic phrases, simple grammatical structures and language conventions to convey meaning, using the writing system of the target languageVC2LNR4U02 | * recognising common graphemes in the target language and learning how to write them correctly, and then identifying them in vocabulary cards with pictures
* reading and writing simple texts in the writing system of the target language with support, and using some basic punctuation such as capital letters, commas, question marks, exclamation marks and full stops (where relevant)
* identifying nouns, for example, discussing what a noun is, the use of gender (if relevant) and underlining nouns in simple sentences, and then using nouns related to home, school and local environments (e.g. food items, classroom objects, forms of transport) to create simple short texts such as a journal entry about ‘my day’ or ‘what I did on the weekend’
* identifying common elements of words in the target language, for example, sorting nouns into singular or plural, writing them into the correct columns, and then changing given nouns to singular or plural
* noticing how definite and indefinite articles are used in English and the target language and/or other languages (if relevant), for example, by reading a text about a family and highlighting the articles in different colours, and writing sentences containing articles using simple formulaic language
* identifying particular categories of words when reading and/or using them in grammar activities (e.g. noun, verb or adjective hunt, where relevant), for example, noticing the use of gender in nouns, singular/plural and articles, and changing singular nouns to plural nouns in sentences and modifying the verb as needed
* explaining what a verb is, and then listening and responding to verbs used in simple sentences, for example, following classroom instructions or playing charades, and then reading sentences with familiar pronouns, and identifying and predicting the verb conjugation rules for regular verbs and/or some frequently used irregular verbs (where relevant)
* identifying where simple adverbs appear in sentences in the target language, for example, reading and discussing example sentences as a class, hypothesising about adverb placement, predicting and checking the rule, and then playing word-order games, where students race to put words in the correct order in response to a sentence provided by the teacher
* recognising and using simple grammatical elements in the target language (e.g. word order, sentence structure, gender and singular/plural forms, where relevant) to construct simple questions or statements about people, objects or events, using familiar verbs and linking ideas using simple cohesive devices or conjunctions
* describing actions using familiar verbs, changing verb forms according to gender, number and tense (where relevant), for example, creating a daily routine schedule following the appropriate grammatical structures
* using and responding to modelled imperative verb forms (where relevant), for example, creating short instructional scripts or videos directing the audience to complete a specified task or participating in a role-play
* using familiar adjectives to describe characteristics or qualities of a person or object, such as shape, number and colour, for example, playing a game of ‘Who am I?’ and noticing any changes relating to number or gender (where relevant)
* specifying location or direction using prepositions, for example, hiding an object in the classroom, participating in a scavenger hunt, or playing a ‘race around the school’ game following instructions in the target language
* expressing negation in simple sentences, for example, playing a guessing game (e.g. What am I?; 20 questions), using modelled structures to form negative sentences
* recognising and using increasingly larger cardinal numbers, for example, describing dates, prices and quantity by playing counting and number games, matching numerals with numbers in the writing system of the target language, and (if relevant) using counter classifiers
 |
| recognise and compare familiar structures and features of the target language with those of English and/or other languages, using simple metalanguageVC2LNR4U03 | * reading or viewing short texts, identifying and understanding aspects of the target language such as naming conventions and grammatical structures, and explaining differences in text directionality, word order and spacing (where relevant), comparing with English and/or other languages
* watching a short video clip and identifying non-verbal expressions that are typical or expected in communication in the culture of the target language, such as making or avoiding eye contact, bowing, nodding and pointing
* developing vocabulary to describe and explain features of the target language using simple metalanguage (e.g. verb, noun, adjective, full stop, comma)
* recognising differences in spoken and written forms of everyday texts (e.g. greetings or wishes in a letter compared to a spoken interaction; a phone message compared to a digital message), and comparing these with the differences between spoken and written texts in English and/or other languages
* noticing that languages are fluid, are always evolving and influence each other, for example, creating a word wall of words borrowed from and into the target language
* understanding the influence of different languages on words and common expressions in the target language and identifying corresponding examples that are commonly used in English
* recognising punctuation usage in the target language and comparing it with English and/or other languages, noticing how punctuation may look different but perform similar functions
* recognising similarities and differences in the use of interrogatives and word order in simple questions or statements in the target language, and comparing these with English and/or other languages
* recognising the linguistic features and structures of different texts used in familiar contexts in the target language, such as picture books, postcards, messages, timetables, recipes and advertisements, and noting similarities and differences with similar texts in English and/or other languages
* recognising differences between typed and handwritten examples of the writing system in the target language, practising reading both forms, noticing how they differ, and playing matching games
 |

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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| identify connections between personal identity, language and aspects of culture VC2LNR4U04 | * viewing short video clips in the target language and identifying vocabulary, behaviours and common expressions that reflect cultural values, beliefs and traditions of the target language-speaking community or communities, and making connections between cultural practices and language use
* recognising how language related to naming, greeting, addressing someone and showing affection (e.g. by first name or title) may reflect traditions and social distinctions in the target language-speaking community, for example, the selective use of respectful terms or honorifics, the use of silence, and aspects of body language such as making or avoiding eye contact
* discussing how particular gestures, terms and expressions in the target language may have embedded cultural meanings that convey feelings, beliefs and values
* examining culturally appropriate phrases in the target language that may be used for different times of the day or for different purposes, and considering their context and use
* understanding that there may be a standard form of the target language, and that dialects or regional variations may also be present
* viewing a map that shows Aboriginal and Torres Strait Islander languages, noticing how many languages are represented in Victoria, and then learning about the diversity of languages to which students in the classroom have a connection
* identifying the Aboriginal or Torres Strait Islander Country or Place on which they live, and then incorporating this into their self-introduction in the target language
* experiencing familiar practices maintained over time and discussing the importance of cultural and historical celebrations, music and dance in the culture of the target language speakers as an expression of identity and emotions, such as national pride, happiness, love, joy and sadness
* exploring the meaning of culture and identity, for example, using a diagram to show the visible elements such as ways of celebrating, dress, traditions, symbols, manners, routines and behaviours, as well as the less-visible elements such as preferences and values
* becoming aware of the variety of gender-inclusive ways in which people can be addressed in the target language and other languages represented in the classroom, including the use of gender-neutral or gender-inclusive expressions (where relevant)
 |

## Levels 5 and 6

### Band description

In Levels 5 and 6, learning of the target non-Roman alphabet language builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with their peers and teachers in purposeful, creative and structured activities that involve listening, speaking, reading, writing and viewing. They interact in the target language to exchange information and ideas within their interests, school and local environment, and engage with target language communities in person or in secure, teacher-moderated online environments. Background language learners and second or additional language learners may also work independently and/or in groups to collaborate and share learning, with support. Students continue to receive ongoing support from modelling and from digital and print resources.

Students engage with a range of spoken, written, viewed and multimodal texts that may include stories, posters, images, notes, invitations, video clips and procedural texts. Background language learners may share authentic resources from their local community with their peers.

Students recognise how the writing system of the target language affects pronunciation and meaning. They identify language structures and features of the target language and use familiar metalanguage to reflect on their understanding. They recognise that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.

### Achievement standard

By the end of Level 6, students initiate and use strategies to maintain interactions in the target language that are related to their personal worlds and school environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities to share and discuss information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in the language or in English, adjusting their response to suit purpose.

Students use modelled structures when creating and responding in the target language. They create texts, selecting and using a variety of vocabulary and sentence structures and the writing system to suit different contexts, and using 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 the target language 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.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in the Language

##### Sub-strand: Interacting in the language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
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| initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environmentVC2LNR6C01 | * initiating interactions and exchanging information with peers and others, describing feelings and preferences, aspects of daily life, school, friends and hobbies, and varying language, honorifics or respectful forms of the language (where relevant) according to age, gender, relationship and social status, for example, conducting a ‘Monday morning sharing session’, where students discuss their weekend activities with a partner
* practising techniques to initiate and sustain short conversations and enhance fluency, such as adding interjections, body language and common expressions to dialogues, for example, by participating in short skits, role-plays or drama games
* comparing personal experiences, preferences and opinions and expressing agreement or disagreement in a respectful manner, for example, contributing to a discussion about a short video or film viewed by the class
* using formulaic expressions and some idioms to enhance interactions when describing people, places or experiences or to express feelings, for example, recounting a weekend trip or holiday in a presentation to the class and responding to questions from students
* comparing likes and dislikes, and providing reasons for opinions, for example, surveying the class about favourite cuisines or holiday destinations, collating the data into a visual representation, and then discussing the results in the target language
* requesting information using a range of interrogatives and open-ended questions to elicit further details and clarify points in the target language, for example, exchanging written communication such as simulated emails, chats or messages with their peers
* creating and participating in role-plays in the target language that replicate everyday situations such as asking for information, purchasing items in a shop, or recounting experiences and feelings about everyday life and leisure activities
* asking for, giving and following instructions or directions in the target language, for example, creating a how-to guide in written, audio or video form to describe a simple instruction
* giving feedback in a variety of situations, varying language to suit formal or informal situations, for example, interacting in class activities, using questions, statements and responses to enhance, demonstrate and share understanding
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| participate in activities that involve discussion and planning with others, using language that expresses information, preferences and ideasVC2LNR6C02 | * organising displays, presentations or performances in the target language for family, friends or the school community to showcase their progress in learning and using the target language, for example, creating an information board to be displayed in the school, or participating in a play or skit to be presented at a school assembly
* using phrases to seek permission, ask questions, or borrow items from their peers or teacher
* creating and performing role-plays of simple transactions that involve asking for and giving prices, or asking for goods or services, for example, shopping at a market, going to a cafe, or working in a convenience store
* creating a questionnaire to create a spotlight or profile of a fellow student or teacher, and then recording the interview as a video or a written article for the school newspaper or website
* working collaboratively to create a set of instructions or a procedure to demonstrate and explain activities or processes, such as recipes, dance steps or a simple science experiment
* stating preferences in a range of activities and interactions, reacting to others’ choices, or indicating preferences between 2 or more objects, for example, playing a guessing game by describing an object to be guessed
* taking on different roles and responsibilities in the classroom or school environment, such as being the recycling monitor, calling the roll, distributing work, giving instructions, or checking homework or the wearing of hats outside
* participating in an activity for a school assembly, school or class event or performance, using language related to place, people, items, time or numbers, and creating promotional materials
* collaborating in group tasks and shared experiences that involve planning, making suggestions, and completing transactions such as working together to solve puzzles, following directions to real or imagined locations, or purchasing food and drinks for a party
* reflecting on the process of working together to plan and execute an event or performance, and what they would do differently next time
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##### Sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
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| locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purposeVC2LNR6C03 | * collecting facts, figures and vocabulary from printed and digital texts, and using them to prepare an in-class discussion about topics such as school lunches, popular culture or caring for the environment
* listening to and viewing texts such as performances, game shows, music videos and artwork, and sharing opinions or feelings about them using appropriate expressions in the target language
* listening to or viewing stories of Aboriginal or Torres Strait Islander Peoples, and responding to them using words, expressions and sentences in the target language
* viewing texts such as photos, pictures, picture books and short, teacher-curated online videos, and completing a think-pair-share activity, where students think about and write what they observe using single words, short phrases or sentences
* participating in discussions in the target language, comparing favourite characters in stories, plays or cartoons, listing words or common expressions associated with their personality, and explaining how they can relate to them
* discussing messages, morals and character traits featured in fables, songs and stories, and incorporating them into their own imaginative texts
* locating information about the school and surrounding area, and incorporating the facts in a persuasive advertisement in the target language to attract visitors or new students
* surveying and interviewing others on familiar topics, such as fashion, films and festivals, and organising and displaying the collected data in graphic organisers such as diagrams, charts, timelines, graphs or a Venn diagram
* producing storyboards to sequence key events in different types of informative or imaginative texts, adding captions, subtitles or word bubbles in the target language to capture moods or feelings
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| apply strategies to interpret and convey meaning and/or intercultural understanding in the target language in familiar non-verbal, spoken and written contextsVC2LNR6C04 | * viewing multimodal texts in the target language and noticing that meaning is shaped not only by words but also by expression, gestures, voice and tone, and discussing how these variations occur in both formal and informal language
* learning to use writing-system charts, bilingual print dictionaries and/or translation apps to work out the meaning of unfamiliar words or sentences, and determining the reliability of these aids to accurately translate information
* translating simple texts from the target language to English and vice versa, identifying words and cultural expressions that may not always translate literally and may have more than one meaning, and brainstorming ways to ensure the accurate transfer of meaning without losing the cultural nuances or intent
* identifying differences between spoken and written forms of the target language, for example, identifying examples of colloquialisms, words and expressions used mainly in spoken conversation
* reading or viewing texts such as signs, menu items or public announcements in the target language, comparing the words with English and/or other languages that convey the closest equivalent meaning
* collaborating with a partner to create subtitles in English to a short target language video, for example, an advertisement, informative piece or well-known story
* completing a collaborative translation in a small group to translate different parts of the same text, passing their part on to each member of the group who proofreads each translated section with a specific focus (e.g. verbs and tenses, adjectival agreement)
* contributing to a class dictionary, word wall or word bank of target language words, common expressions or loan words identified in and out of the classroom
* identifying target language words or expressions that have embedded cultural meanings and considering Australian English words and expressions that may be misunderstood by target language speakers (e.g. bring a plate; no worries; mate; dog’s breakfast), and placing the findings in a Venn diagram or chart
* finding examples of and reflecting on the significance of gestures across cultures, for example, the appropriate use of honorifics or respectful forms of the language, eye contact, shaking hands, or ways of showing agreement
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##### Sub-strand: Creating text in the language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
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| create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text typeVC2LNR6C05 | * learning ways to type words and sentences in the target language using a keyboard and incorporating these when producing a variety of texts
* creating a multimodal profile of a local community for recent target language-speaking migrants to Australia, using information from websites or brochures, and including facilities, events and facts that would be useful
* creating a class print or digital poster, locating and describing, in the target language, a specific Aboriginal or Torres Strait Islander Country or Place in a local or regional context, or elsewhere in Australia
* creating spoken or written procedural texts, such as a recipe or a set of instructions or directions, for a range of audiences
* preparing a dialogue or role-play with a partner, using language appropriate to text type and formality
* creating a video clip to present information or ideas to a particular audience (e.g. a virtual tour of the school or classroom for exchange-student groups)
* creating and performing imaginative texts such as stories, skits or raps, using familiar language
* preparing and giving presentations about their personal worlds, for example, a timeline of growth/change, a milestone, or family celebrations of birthdays and other special occasions
* experimenting with language features and simple devices appropriate to text type, such as descriptions in recounts or narratives, humour in comic verse, and persuasive language in advertisements
* writing a modelled diary entry or keeping a journal about personal experiences, using the first person, past tense and informal language, to record events and convey thoughts and feelings
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#### Strand: Understanding Language and Culture

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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
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| apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm in words, phrases and sentencesVC2LNR6U01 | * recognising and pronouncing all the sounds in the target language, using a chart (if relevant) to support pronunciation
* using their prior knowledge of target language pronunciation and sound combinations to predict how to pronounce unfamiliar words
* identifying and reproducing, orally and in writing, key features of intonation and pronunciation, experimenting with the spelling of common words and applying basic punctuation rules (where relevant) and simple text-type conventions
* reciting tongue twisters to develop pronunciation and fluency, for example, participating in tongue-twister races or creating their own tongue twisters using words with familiar pronunciation
* reading texts aloud in the target language, recognising and reproducing diacritical marks or other unique features of the writing system, for example, applying reading skills by chunking the phrases in a sentence to assist in developing fluency and rhythm accuracy
* using digital tools to check the correct pronunciation of the target language and using voice-recording software to check their own tone and intonation to develop fluency
* recognising and beginning to use high-frequency words and phrases when speaking and reading, collating these words and phrases to create a personal dictionary
* participating in conversation games such as ‘Who am I?’ or ’20 questions’; varying intonation for statements, questions, interjections, exclamations and commands; and distinguishing between intonation patterns of requests and exclamations
* experimenting with rhythm, intonation and pronunciation to enhance fluency, for example, in activities such as readers’ theatre, role-plays and singing songs
* recognising and using the correct pronunciation of loan words in the target language, discussing the origin of the words, and noticing how the pronunciation changes
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| recognise and use the writing system of the target language and a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text typeVC2LNR6U02 | * recognising and practising the spelling of words in the writing system of the target language, for example, playing group spelling games, racing to spell words called out by their teacher
* applying prior phonic and grammatical knowledge to experiment with and predict the spelling and writing of words in the target language
* developing knowledge of grammatical elements to construct and expand sentences and an understanding of specific language conventions such as verb forms, the most common noun and adjective endings (where relevant), the use of interrogatives to form questions, and singular and plural forms, and using these when writing sentences or short texts
* recognising and using a range of regular and irregular verbs in the present tense, such as writing sentences showing verb conjugations, gender or negative form (where relevant), and then recognising familiar verbs in the past or future tense, for example, when reading or listening to sentences or short texts
* explaining what a verb is; listening and responding to verbs used in simple sentences (e.g. following classroom instructions or playing charades); and then reading sentences with familiar pronouns, identifying and predicting the verb conjugation rules for regular verbs and/or some frequently used irregular verbs (if relevant)
* identifying the similarities and differences between definite and indefinite articles in English and the target language (if relevant), noticing whether gender or case may cause the articles to change, and then creating simple sentences using some simple articles, for example, writing a paragraph about themselves, a friend or family member, or their school
* understanding and applying punctuation when completing writing tasks, or adhering to punctuation conventions when reading target language texts, such as accents, full stops, commas, exclamation marks, brackets, apostrophes, quotation marks and question marks
* recognising and using word order in sentence structures, for example, ‘subject + object + verb’ sentences (or equivalent), for example, working in pairs or small groups to analyse a selection of short texts in the target language, and asking each other if a sentence is correct to decide whether it is correct or not
* recognising and applying agreement between nouns, adjectives and gender (where relevant) in written tasks such as sentence-building and unjumbling sentences, and transferring these understandings to writing a variety of simple texts (e.g. imaginative, informative, personal)
* recognising and using a range of familiar adverbs (e.g. adverbs of time, place, frequency), for example, reading short texts about a typical day in someone’s life, underlining and annotating the adverbs, and then writing a short text about their own typical day and sharing them with a partner, who provides feedback on the word order and/or grammar
* recognising and using a variety of grammatical structures in texts (e.g. past, present and future verb tenses; singular, plural and possessive forms of nouns and pronouns; a range of prepositions and adverbs), for example, reading a short story with support, and then paraphrasing or writing a personal reflection on the ideas presented in the story
* using a range of cohesive devices and conjunctions to connect different elements of a sentence, linking and expanding on ideas
* locating and sequencing events in time by using ordinal numbers and appropriate time words, including days of the week, seasons or dates, for example, cutting up sentences into strips, ordering them correctly, and recreating the text according to the time words; or writing a series of journal entries
* recognising text-type features in a range of familiar texts (e.g. messages, letters, invitations, procedural texts), and applying them in their own writing
* recognising the function and form of commonly used prefixes and suffixes (where relevant), for example, by using flashcards of prefixes, suffixes and root words to play a matching activity, and then discussing how the meaning of the words change depending on the prefix or suffix
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| compare structures and features of the target language with those of English and/or other languages, using familiar metalanguageVC2LNR6U03 | * identifying key features in specific text types and comparing these with equivalent texts in English and/or other languages (e.g. well-known picture books, takeaway food menus, postcards)
* identifying key details, context and intended audience in a range of familiar texts in the target language (e.g. phone messages, sports reports, takeaway food orders), and comparing how this information is presented in the target language texts with how it is presented in English and/or other language texts, for example, comparing a restaurant menu in the target language and in English
* compiling a graphic organiser, poster, mind map or Venn diagram to illustrate differences in grammar and textual conventions between the target language, English and/or other languages
* comparing features of familiar genres of target language and English texts, and noticing similarities and differences between language features such as the use of tense, word order and sentence structure and common phrases in particular text types, for example, comparing the use of ‘once upon a time’ and ‘many years ago’ in certain texts
* understanding that some words originate from Aboriginal languages from different areas around Australia, for example, ‘koala’ from the Dharug word gula, meaning ‘no water’, or ‘dingo’ from the Dharug word din-gu, and comparing these words to the target language, English and/or other languages and discussing their historical context
* understanding that some loan words in English originate from the target language, and that the target language has loan words from English, and discussing reasons why languages borrow from each other
* expanding their understanding and use of metalanguage to discuss parts of speech, syntax and punctuation in the target language, English and/or other languages
* providing feedback to support their classmates, using metalanguage, for example, editing each other’s written or spoken texts and work samples and justifying their reasons
* recognising some ‘false friends’ in the target language, learning to use a range of translation tools effectively, and realising the limitations of each tool and the risk of using incorrect language that may not suit the context, audience or purpose
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##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
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| recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal, non-verbal and written communicationVC2LNR6U04 | * viewing short video clips in the target language, noticing interesting aspects in the communication, and discussing how language and culture are integral to identity and reflected in communication styles
* comparing language use and cultural gestures in similar social situations in the target language and English, for example, comparing the language used when giving and receiving a gift, or when offering congratulations at a significant life event
* exploring the connection between culture and identity, in discussions or activities, and how their own culture, beliefs and values have an impact on their identity formation and expression, for example, the languages they speak and the communities they belong to
* exploring examples of traditional and contemporary images or texts, and discussing how identity and gender are represented in the language
* identifying adjustments they make when moving between languages, for example, different ways of addressing people, expressing affection or respect, and discussing why these adjustments are necessary and whether they are easy to make
* becoming aware of cultural stereotypes that can lead to generalisations and misconceptions such as associating the same language, culture and religion with all speakers of the target language
* investigating their own family heritage and background through talking with relatives, to discover more about migration and reflect on how this can contribute to the formation of their own identity
* understanding the meaning of ‘culture’, how it involves visible (e.g. written language, symbols, food, national costumes, dance) and less-visible elements (e.g. attitudes, beliefs, values), and comparing the elements of the target language culture
* discussing traditional methods that target language speakers use to preserve language and culture; comparing these with examples of cultural artefacts (e.g. dance, songs, artwork, artefacts, traditions) from a range of different cultures; and identifying how they strengthen connections to values and identity, for example, discussing the significance of a possum-skin coat for some Aboriginal Peoples and sharing similarities and differences between cultural artefacts in other languages and cultures represented in the classroom
* comparing and contrasting systems of telling days of the week, dates, times and seasons (where relevant) in the target language, English and/or other languages and discussing their connection to culture, for example, by viewing and analysing different calendar systems and their connection to significant cultural dates or events
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## Levels 7 and 8

### Band description

In Levels 7 and 8, learning of the target non-Roman alphabet language builds on each student’s prior learning and experiences. They work increasingly independently and in groups and continue to receive feedback and support from their peers and teachers. Students use the target language, in person or in secure, teacher-moderated online environments, to interact and collaborate within and beyond the classroom. They listen, speak, read, write and view to exchange information, ideas and opinions about their worlds. Background language learners and second or additional language learners may also interact and collaborate within and beyond the classroom to facilitate learning.

Students access a range of spoken, written, viewed and multimodal texts from a variety of authentic sources, which may include audio and video clips, magazines, advertisements, images, stories and articles. Background language learners may source texts and other resources from their local community to share with peers.

Students use their knowledge of some metalanguage in an increasing range of contexts to reflect on similarities and differences between the target language, English and/or other language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students initiate and maintain language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use the language to collaborate and problem-solve and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate an 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 the spoken language and continue to enhance 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 text in the language, using some metalanguage. They reflect on how the language, culture and identity are interconnected and compare this with their own language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in the Language

##### Sub-strand: Interacting in the language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to othersVC2LNR8C01 | * initiating and sustaining interactions to share information, ideas, thoughts and feelings about people, objects, places and events
* sharing details about favourite forms of entertainment, celebrities and other significant figures, expressing and justifying preferences, for example, in a personal profile, article or simulated blog post, and presenting these to the class
* using interjections, common expressions and body language to assist with fluency, show interest, maintain conversations, or fill gaps or pauses, for example, in a role-play with peers about preferences for movies, video games, music or books
* interviewing target language-speaking peers using secure digital tools and with minimal scaffolding to seek information or ideas about social, cultural or environmental issues
* using descriptive and expressive language to encourage feedback and to express empathy, indicate agreement or disagreement, and offer alternative opinions
* comparing aspects of their home and social lives, including their use of different languages and involvement in various cultural celebrations and practices
* using communication strategies, such as active listening skills, interjections, fillers and exclamations, and deciding when it is appropriate to use them by participating in a role-play of an informal conversation, for example, discussing the lifestyles of celebrities with classmates, describing and responding to images of famous people and/or places
* recounting events and describing activities and personal experiences, for example, in an email, journal entry, role-play or simulated blog post, describing significant events, influences or milestones
* initiating written exchanges such as writing to another student, requesting information, and responding appropriately
* recognising and using gender-neutral and gender-inclusive language to address individuals or groups
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| use language to negotiate and problem-solve collaboratively to plan projects and eventsVC2LNR8C02 | * participating in collaborative tasks, activities and experiences that involve making decisions, negotiating, planning, or sharing transactions
* promoting awareness of a particular issue, event or behaviour as a class (e.g. recycling, conservation, sustainability, healthy food choices, sport and fitness options), by creating posters, a simulated blog or an advertisement in the target language for the school community
* developing skills and language to negotiate and plan, taking on responsibilities in the classroom and school environment, for example, planning a school festival day that involves managing a budget, inviting guests, and organising a program of activities
* participating in the collaborative planning of real or simulated class events (e.g. a trip to the local market to buy ingredients for a cooking lesson or food for a special occasion; travelling to a holiday destination)
* asking and responding to open-ended questions and offering opinions when planning activities by selecting phrases and expressions, adjusting language in response to context
* initiating interactions in a class or group activity, such as asking for others’ opinions about a range of topics important to young people, for example, healthy lifestyle, study, relationships, sport and free time
* using communication strategies such as asking for clarification or repetition and giving feedback to indicate concession/acceptance/satisfaction by interviewing classmates about upcoming plans
* sharing responsibilities for recording, editing and presenting a short documentary or podcast on aspects of their shared experiences
* asking for, giving and following directions to real or virtual locations by reading a simple map with transport, or participating in a team scavenger hunt around the school grounds by following directions provided on a map of the school
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##### Sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
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| interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audienceVC2LNR8C03 | * gathering information from websites, newspapers or magazines about well-known speakers of the target language in fields such as sport, entertainment, youth culture, the arts and history, to create a digital profile or article to present to their peers
* discussing the ways words can be misinterpreted, for example, the naming of the Barwon River (Wadawurrung word Parwan for ‘magpie’), or the Yarra River (Wurundjeri term Yarro Yarro, meaning ‘It flows’) in English, and identifying false friends or commonly misunderstood terms and phrases in the target language that can cause miscommunication
* responding to questions on a variety of topics, for example, a report on a holiday destination, comparing travel brochures and itineraries, and identifying transport and accommodation options, costs, and places of interest
* viewing target language visual texts (e.g. photographs, paintings, images) and participating in a ‘see-think-wonder’ activity, sharing thoughts and opinions
* listening to, reading or viewing podcasts, magazine articles or video clips about issues that concern young people, such as the environment, fashion or technology, and presenting the information to a specific audience by creating a short oral, graphic or visual presentation, or paraphrasing the information to create a simple summary
* viewing, listening to, reading and analysing texts that report on personal, social or community activities (e.g. graphs, community announcements, articles, reports, secure posts from teacher-moderated blogs or social media), and developing a position or viewpoint on issues of interest
* comparing style, creative effects and cultural values reflected in popular target language and Australian music by viewing music clips, listening to music radio stations, reading teacher-curated print or online music magazines, analysing images from advertisements, or classifying song titles
* viewing a dance performance and providing a simple commentary for others, by explaining movements, costumes and messages
* obtaining others’ thoughts and opinions regarding topics such as school uniforms, school rules or the use of technology, and using facts, figures and quotes to write a persuasive text, for example, writing a formal email to the principal suggesting changes
* analysing cultural styles of humour, for example, comparing cartoons in the target language with examples from other cultures, and noticing similarities and differences
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| apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contextsVC2LNR8C04 | * adjusting levels of formality depending on the relationship between speakers and the context, for example, by participating in role-plays for a variety of situations such as thanking a friend/older person for a gift, or apologising to a host/friend for being late
* identifying and comprehending words and common expressions that reflect cultural values in popular proverbs, poems or short excerpts from traditional fables or legends into English, considering how to adapt or adjust them to convey equivalent meanings in English
* understanding different styles of communication using key elements such as facial expressions, gestures and body language in different contexts, such as respectful, informal or colloquial forms of expression
* analysing a range of school or community texts (e.g. appeals, slogans, advertisements, rules, notices) in the target language and English, noticing how each language reflects cultural styles and uses different elements, for example, the use of words in a formal request or in public notices
* interpreting a simple text (e.g. song lyrics, poem, short story) using online translation tools and evaluating the accuracy of the translation
* analysing the meaning and use of common proverbs, well-known idioms or sayings, and discussing how they reflect culture and traditions
* identifying how social media and technology have influenced their own ways of communicating, for example, by compiling a class or personal glossary of terms they use in emails or text messages
* listening for familiar words in the target language while listening to a song or an audio text or viewing a short video clip of an animation or target language sitcom, sharing strategies for targeted listening
* comparing different versions of translations of simple texts such as lyrics, poems, tongue twisters or idioms, highlighting the different words and phrases, and then reflecting on the differences in translations of the same text and identifying possible reasons for these differences, for example, different versions of folktales and nursery rhymes
* comparing cultural aspects, characters, themes, values or events represented in contemporary texts such as cartoons or video games with those conveyed in traditional fables, poems and legends, and expressing preferences and opinions
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##### Sub-strand: Creating text in the language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
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| create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and contextVC2LNR8C05 | * using the target language to convey and present information and ideas on a range of topics in different types of texts and in a variety of modes
* presenting a personal perspective on a shared learning experience (e.g. a documentary on an environmental or community issue such as conservation or homelessness), using language and expressions to convey thoughts, feelings or impressions
* developing an informative presentation for a young target language-speaking audience on the distinctive features of the Australian landscape, history, peoples or cultures, conveying factual data and information
* producing an informative text introducing an aspect of their immediate environment or personal worlds, for example, creating a tour of their school, a guide to their favourite place, an explanation of Aboriginal and Torres Strait Islander place names, or a history of their town
* creating informative and persuasive texts such as notices, simulated social media posts in a teacher-moderated environment, flyers, advertisements or posters to promote and inform others about events or school news (e.g. a new canteen menu, the school dance, Harmony Day)
* creating imaginative texts that include a range of ideas, characters, places or events, using a range of language and textual conventions for effect
* composing and performing texts for specific purposes and audiences, such as jingles, advertisements or digital animations, interpretations of poems for a public recitation or a speaking competition, or to create new interest in existing or imagined products
* creating imaginative stories with themselves as the main character set in the past or future and including supporting visual elements (where relevant)
* reporting in either a journal/diary entry or article for a school magazine about their own and others’ experiences of events (e.g. concert, school camp, excursion) or about a new digital tool or application
* producing performances to present real or imaginative stories (e.g. role-plays, skits, songs), using expressive language for sounds, shapes and movements, as well as literary devices (e.g. onomatopoeia, similes, idioms), to engage an audience and convey meaning
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#### Strand: Understanding Language and Culture

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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
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| apply conventions of the spoken target language to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contextsVC2LNR8U01 | * refining pronunciation, spelling frequently used words and applying correct punctuation to enhance fluency
* reinforcing the sounds represented by the writing system of the target language, for example, using a speech-to-text application to record themselves saying words to check for correct pronunciation
* using prior knowledge of the target language sound system to predict the spelling of new and unfamiliar words, or transcribing spoken texts such as short poems or dialogues
* recognising individual elements of spoken and written words, phrases and non-verbal forms of expression, and noticing how they combine to make or change meaning
* identifying and using contractions in the language, to combine or shorten words or phrases (where relevant)
* developing features of the spoken language, including intonation, tone and stress, to increase fluency and enhance expression in a range of activities such as listening to and repeating pronunciation using digital tools, reading aloud, and conversing with a wider range of people
* applying knowledge of features of the writing system of the target language, such as syllable blocks, diacritical marks or spacing (where relevant), to enhance fluency and pronunciation
* recognising how to pronounce and spell loan words commonly used in the target language, discussing the origin of the loan words, and noticing how the pronunciation may change and how this is represented in the features of the writing system (where relevant)
* practising tongue twisters to develop speed, confidence and fluency, and participating in games such as tongue-twister races
* identifying differences in tone, intonation and rhythm between statements, questions, exclamations and commands, and then practising them in different spoken scenarios, for example, ordering in a restaurant, making an announcement, visiting family, and expressing joy at seeing each other
 |
| apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text typeVC2LNR8U02 | * understanding and applying punctuation such as full stops, commas, exclamation marks, brackets, apostrophes and question marks, for example, identifying punctuation conventions when reading texts, and applying punctuation when creating texts for different audiences such as messages, letters, simulated blog posts, or articles for the school newsletter
* recognising and using a range of nouns and noun forms, such as concrete and abstract nouns, gender, case, negation and/or prefixes and suffixes (where relevant), for example, playing a noun-gender game holding up different cards for different noun genders, completing fill-the-gap activities for different cases, or rewriting positive sentences in the negative form
* reflecting on and explaining how changing definite and indefinite articles, including singular and plural, can have an impact on the meaning of sentences, and applying this understanding when writing or responding to texts, for example, viewing an image of a school camp and describing what they can see using a thinking routine such as ‘see-think-wonder’; or writing an email about what is happening on camp using a variety of definite and indefinite articles
* recognising and applying levels of politeness and formality in speech and writing, using respectful forms of the language or honorifics (where relevant), for example, reflecting on how verb forms can indicate polite, formal or informal language, and using these verb forms to indicate different levels of formality and politeness in role-plays
* applying knowledge of grammatical features including the use of interrogatives, and constructing compound and complex sentences
* recognising and expressing how likely something is, using expressions that show intention and probability, for example, using modal verbs (where relevant) to write a simulated blog post or informative article giving advice about different after school activities to try; or using the imperative form to provide instructions, for example, writing a recipe in the target language
* using adverbs of time, place and frequency in a variety of more complex sentences, for example, experimenting with sentence structure or word order to change the emphasis in the sentence (where relevant) by writing a simulated blog post about what they do on the weekends
* using the active or passive voice according to context
* using adjectives, including adjective endings for gender and some cases (where relevant) to describe and compare people, places and objects and aspects of the immediate environment; reading comparative sentences; and then predicting, explaining and applying the rules for using adjectives in the comparative form
* using prepositions in sentences, for example, to describe position, location or time when describing the classroom, neighbourhood or daily routines
* creating longer sentences by using cohesive devices, connectors or conjunctions to sequence ideas, and to link ideas and sentences
* developing text cohesion by using paragraphing to sequence and link ideas and to maintain the flow of expression
* using numbers and numerical expressions (where relevant), including currency, measurement words, simple counter classifiers, fractions and collective numbers for a range of purposes, for example, when calculating and describing the size of different places, role-playing an exchange in a store, or counting and grouping specific objects within the classroom
* using a range of regular and irregular verbs, and some compound verbs (where relevant), and different verb tenses (e.g. present, past, future) to describe routines, holidays or future actions; or using auxiliary and modal verbs (where relevant) to extend their responses to express obligations, suggestions and demands, and to ask for or give permission, for example, writing a simulated blog post or informative article giving advice about different after-school activities to try
* examining the structure and linguistic choices of a range of personal, informative and imaginative texts, such as diary entries, news reports, cartoons and stories, and considering how these choices were influenced by audience and purpose
 |
| reflect on the structures and features of the target language, and compare them with English and/or other languages, using some metalanguageVC2LNR8U03 | * reflecting on similarities and differences between the target language and English and/or other languages in register and style in a range of contexts, for example, songs, artistic graffiti, event invitations or advertisements
* analysing forms, features and purposes of texts, such as how texts are organised in terms of layout, conventions, sequencing of ideas, headings and stylistic devices
* identifying linguistic/textual features used in specific text types, such as the different degrees of formality expressed in conversations, speeches, letters, articles, emails and text messages
* comparing contemporary target language and Australian music popular among young people by listening to music, viewing video clips, or reading a teacher-curated selection of print or online music magazines, and identifying similarities and differences in expressions, themes, and styles of performance
* experimenting with language and grammatical structures appropriate to specific text types and styles of writing found in print or digital media, such as descriptive language in documentaries, reflective language in diaries and journal entries, persuasive language in advertisements, and informative language in news articles and reports
* teaching younger students or non-target language speakers about some key differences between the target language and English, using simple metalanguage and support resources such as flashcards, slides, diagrams, charts or tables
* reflecting on the use of colloquial or abbreviated language in technology and teacher-curated social media posts, for example, texts used in digital environments, and the use of loan words
* building metalanguage to discuss and describe grammatical concepts and to organise learning resources such as verb charts, vocabulary lists, and groups of pronouns, adverbs and adjectives
* recognising that the target language has evolved over time, and considering factors that have influenced these changes
 |

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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LNR8U04 | * recognising the importance of learning and using different languages to access the cultural practices, beliefs and values of others, and identifying assumptions and stereotypes
* investigating and using phrases and expressions associated with significant cultural practices and events or celebrations
* exploring how globalisation has accelerated the adoption of English-language words and expressions in the target language, and discussing the advantages/disadvantages of these influences on languages, for example, technological terms or mixing English with the target language in contemporary music
* experiencing and discussing the importance of music and dance in the target language culture, as an expression of identity and emotions, such as national pride, hope, happiness, joy and sadness
* discussing attitudes towards diversity, including the use of stereotypes and generalisations, and considering how these affect communication
* reflecting on choices they make when interacting with friends and family, identifying instances when they move between languages for either practical or cultural reasons
* reflecting on their own cultural identities and how they are expressed in different settings, such as home, school and other social domains, and considering how these might be interpreted and responded to by people from different cultures
* using a reflective journal to record and compare when and why they consciously choose to use the target language, English and/or other language, considering whether their ways of communicating change between languages, for example, noticing people’s reactions, watching for signals of misunderstanding, and being mindful of different beliefs
* understanding how language use reflects cultural ideas, assumptions and perspectives, and reflecting on how what is acceptable in communication varies across cultures
 |

## Levels 9 and 10

### Band description

In Levels 9 and 10, learning of the target non-Roman alphabet language builds on each student’s prior learning and experiences. They continue to receive guidance, feedback and support from their peers and teachers. Students use the target language to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read, write and view to communicate with other speakers of the language in local and global settings through authentic community and secure, teacher-moderated online events. Background language learners and second or additional language learners may also support each other in their literacy development.

Students access and create written and spoken texts, increasingly of their own choosing. They access an increasing range of authentic and purpose-developed resources, which may include textbooks, audio and video clips, feature articles, television programs, simulated social media posts and other multimodal texts. Background language learners may source resources from their local and global communities to share with peers.

Students expand their knowledge and control of the structures and features of the spoken and written language. They acknowledge that there are diverse influences on communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Level 10, students contribute to and extend interactions in the target language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret and evaluate information, ideas and perspectives in texts. They contribute to discussions involving diverse views, negotiate outcomes and compare experiences. They demonstrate 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 features to enhance meaning and cohesion.

Students incorporate features and conventions of the spoken language 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 target language texts using metalanguage. They reflect on their own cultural perspectives and identify and draw on their experience of learning the language, to evaluate how this learning influences their ideas and ways of communicating.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in the Language

##### Sub-strand: Interacting in the language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| 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 othersVC2LNR10C01 | * asking for and providing specific information in sustained interactions such as asking about a peer’s holiday or responding to a general question about their own holiday
* exchanging experiences, seeking and giving advice, and discussing opinions, feelings and aspirations
* sharing opinions with peers about events and interests such as the success of a recent festival or their interest in sport, and incorporating language and expressions to convey emotions and responses such as approval, gratitude, regret and appreciation
* interacting in role-plays relating to travel and what to do in certain situations, such as dealing with lost property, asking for directions, asking about transport, asking for recommendations, or complaining about services
* using formal and informal registers to discuss topics of shared interest with different speakers of the target language, by inviting opinions or seeking further elaboration
* using persuasive or evaluative language to debate issues of interest (e.g. the environment, expectations of teenagers, the generation gap), discussing responsibilities related to home, school and part-time work, and comparing them with those of young speakers of the target language living in other contexts
* using secure, teacher-moderated online platforms to communicate with young speakers of the target language in other contexts, discussing aspects of their social lives, such as the importance of friendship groups, mutual interests, the use of social media, further study, and future hopes and dreams
 |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiencesVC2LNR10C02 | * participating in and sustaining classroom interactions by discussing issues associated with the school or local community, such as school facilities, local services or environmental issues, using language to elaborate on opinions and ideas and seeking the opinions and views of others
* investigating people’s opinions on topics by creating and conducting surveys and presenting or comparing the results in tables or graphs
* participating in role-plays with others that involve negotiating arrangements, weighing up alternatives and reaching shared decisions
* using culturally appropriate language and expressions for accepting or declining offers, requests and invitations (e.g. inviting peers to attend a celebration or party)
* participating in real or simulated shopping experiences such as a class shopping trip to a market, using language for negotiating for goods and services, exchanging or returning goods, and considering concepts of value for money, availability and competition
* discussing and devising a plan and solution for common problems or issues that young people may face, such as managing study and part-time work commitments in a ‘pros and cons’ list
* organising an event such as a fundraising campaign or a simulated social media forum or debate to raise awareness of community, environmental or ethical issues, for example, persuading peers to participate in a community campaign
* comparing experiences and challenges in shared activities, and expressing their own opinions, such as agreement or disagreement with others, using language to acknowledge strengths in others’ arguments or to provide evidence to justify, contradict, challenge or rebut alternative views in a culturally appropriate and courteous manner
* managing interactions with peers in class activities such as games, debates or events, giving encouragement and praise, commenting on the contributions and views of others, or using persuasive language to encourage a change of opinion
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##### Sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| 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 audienceVC2LNR10C03 | * accessing and evaluating texts that contain different perspectives on a range of topics to support debates or informative presentations
* summarising the key points from a range of multimodal texts such as secure, teacher-moderated blog posts and interviews
* viewing and analysing images, sounds, gestures and language used in target language songs, films and performances, and incorporating some of these elements in a short video or presentation
* listening to or reading an article or interview of a well-known Aboriginal or Torres Strait Islander person, discussing their opinions and ideas in the target language, and creating and presenting their personal profile to the class
* obtaining, analysing and evaluating information and ideas from multiple texts on a range of issues, for example, extracting information from texts, discussing the gist, and evaluating the main ideas from a conversation, film or music review, advertisement or article
* comparing how elements such as humour, compassion or suspense are used in different forms of popular culture in the target language and English, for example, in folktales or fairytales, game shows, advertisements, commercial films or reality shows
* using evaluative and expressive language to respond to artworks such as paintings and sculptures, and discussing the relationship between representation and culture, and how ideas are expressed through visual images, such as symbolism, colours and composition
* exploring poetic devices such as rhythm, imagery and metaphor in target language poetry to create humorous, emotional or dramatic effects, for example, in children’s poems
* conducting face-to-face or secure, teacher-moderated online interviews or surveys with peers, family or community members to obtain and present information about life stories and memoirs on topics such as migration to Australia, living ‘across’ languages and cultures, or personal milestones
* viewing and interpreting data from images, graphs, charts and diagrams on a current issue and presenting information in the form of an informative article or report
 |
| apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsVC2LNR10C04 | * observing non-verbal elements of communication, such as gestures, facial expressions or the use of space and silence, discussing their importance in communication and how they vary in formal and informal contexts
* examining how meaning can be misinterpreted in intercultural interactions by sharing experiences of miscommunication and strategies to deal with misunderstanding
* identifying and responding to key messages and values in traditional texts, and considering their relevance today
* using, comparing and evaluating translation apps for accuracy, efficiency, reliability and discussing the risks of relying on them, by printing out a variety of translations of a word from different apps and discussing which is most accurate; or by printing out translations of phrases and analysing them in terms of cultural context, as well as grammatic elements such as sentence structure, word order, tense or gender agreement (where relevant)
* translating written, spoken and visual texts, such as advertisements, songs or film extracts, and examining the appropriateness of translation for specific audiences and contexts, for example, changing a text from a formal to an informal register, or from a spoken to written form
* finding examples of colloquial and contemporary forms of the target language used by young people, such as using words and expressions from other languages when talking about popular culture
* listening to popular target language music and/or viewing music videos, summarising or paraphrasing key ideas or messages, and comparing these with songs and music videos that appeal to young people in Australia
* considering how to maintain the integrity of original texts when translating culturally specific terms and Australian English words (e.g. thongs, servo, the bush, outback, chook, sausage sizzle, true-blue, no worries) to target language speakers
* comparing their own translation with others, noticing similarities and differences, and reflecting on why interpretations may vary
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##### Sub-strand: Creating text in the language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiencesVC2LNR10C05 | * creating and performing a variety of imaginative texts for different audiences, considering main characters, themes, settings, plots and/or possible intercultural factors, manipulating language and experimenting with different techniques such as imagery or sound effects
* creating spoken, written and multimodal texts, such as digital profiles, timelines or journals, to describe significant milestones in their lives, influential people, events or experiences that have helped shape their sense of identity
* creating bilingual material to share with the local target language-speaking community or visitors, relating to the local environment such as bushfire plans; protecting the local ecosystem, flora and fauna; recycling programs; and community groups and activities
* viewing artwork from a local Aboriginal or Torres Strait Islander artist, and then writing a script of a speech introducing the artist to a group of people who speak the target language
* creating a print or digital advertisement or travel brochure in the target language for travel to an Aboriginal or Torres Strait Islander Country or Place, including what to see and do, traditional and/or cultural considerations, means of travel, best time of year to visit, what to bring and what to wear
* creating a journal/diary entry or simulated blog that uses a range of vocabulary, expressions, grammatical structures to describe a real or imagined experience such as their first day as an exchange student or their experience on a school trip or camp
* presenting information in the form of promotional or persuasive letters or speeches that use a range of textual conventions to engage different audiences in order to argue a case or establish a position on an issue
* creating texts using research collected from teacher-curated online interviews in print or video form, for example, creating a digital profile of a significant member of their local community or the wider target language-speaking world such as a musician, chef, artist or sporting figure
* composing and performing poems or songs that incorporate a range of target language expressions, grammatical structures and textual conventions to convey elements of traditional or contemporary literary and musical forms that reflect their own experiences
* creating texts to convey their own ideas and interpretation of specific texts to different audiences (e.g. classmates, parents, peers on simulated social networking websites, potential future employers) and for different contexts and purposes (e.g. school, community, social clubs, part-time jobs)
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#### Strand: Understanding Language and Culture

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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| apply features and conventions of the spoken target language to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contextsVC2LNR10U01 | * using pronunciation rules and applying features of the spoken language (e.g. intonation, stress and rhythm, and then extending to more advanced spelling and punctuation rules) to comprehend short authentic texts and produce their own written and oral texts as responses
* experimenting with intonation and stress, improving coherence and increasing expressive range, for example, through reading aloud from unfamiliar texts such as newspapers, short poems, or an extract from a novel
* identifying features of spoken language that may not be represented in written language but are important elements of spoken interactions, such as tone, repetition, pauses, interruptions, contractions, incomplete sentences and non-verbal expression
* analysing a short spoken text and identifying regular and irregular elements of the language, such as the influence of accents and expression on pronunciation and spelling
* listening to words being read out and applying accent rules with appropriate pronunciation to familiar and unfamiliar words
* extending phonic awareness by using and experimenting with sounds and rhythms, such as applying changes to intonation in interactions that use interrogatives
* applying appropriate pauses and pace of delivery to convey meaning, emphasis, feelings and emotion, and to create effects in spoken texts, for example, recording themselves presenting a speech or participating in a conversation, and reflecting on how they could improve or adjust the delivery of the information
* reinforcing phrasing and intonation skills by reciting short poems or transcribed sentences, applying knowledge of when to pause in complex sentences with embedded clauses
* discussing challenges associated with comprehending audio texts (e.g. airport announcements, recorded phone messages) and applying strategies to support understanding
* identifying the people and factors that influence their own target language use, pronunciation and speech patterns, such as parents, teachers, peers and the media
 |
| 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 typeVC2LNR10U02 | * understanding and applying a variety of word orders, sentence structures and other grammatical structures, such as ‘subject + object + verb’, and ‘subject + verb + object’ (or equivalent), and recognising that they serve functions such as increasing text complexity and that grammatical choices shape meaning, for example, the grammatical choices made in paraphrasing a text
* explaining and applying the rules for using definite and indefinite articles, omitting the article, and/or using nouns modified by both an article and an adjective (e.g. an interesting story), for example, participating in a peer-teaching activity about the articles, and writing complex sentences using articles
* recognising a range of simple and complex nouns (e.g. abstract, collective, gerunds, states of being, or nouns with gender, case, tenses or noun modifiers, where relevant) and using these in a range of texts and contexts, for example, writing an informative or evaluative text about the use of mobile phones or different recycling programs
* selecting appropriate terms and tenses, and using a range of verbs to create complex sentences, for example, to describe events across time, such as when writing an imaginative story about life in 2065, and how things have changed and will continue to change; or using different moods (e.g. conditional, subjunctive) appropriate for the purpose, for example, writing a journal entry about what they would do if they were a millionaire
* writing independently, observing conventions, rules (e.g. punctuation), and other unique features of the writing system, such as stroke order, hanging script or diacritical marks (where relevant)
* using different speech levels and styles in the target language appropriately for the audience
* identifying and using a range of more complex adverbs (e.g. degree, negation, reduplication or modal adverbs, where relevant) and using these to clarify or emphasise meaning within complex sentences, for example, writing a persuasive email to a friend about why they should participate in an international exchange program, referring to the benefits this real or imagined experience provided for them
* identifying and using adjectives to modify and intensify meaning, including comparative and superlative adjectives, and adjective endings reflecting gender and case (where relevant), for example, viewing an image of a sporting event and describing what they see using comparative and superlative adjectives; or forming adjectives from nouns (where relevant)
* using a range of pronoun forms following appropriate conventions (where relevant), including interrogative, indefinite, possessive, relative and impersonal pronouns, and understanding the use of omission to avoid repetition, for example, when conducting an interview about each other’s families or discussing their friendship groups
* using a variety of cohesive devices, connectors or conjunctions to link and sequence ideas to form complex or compound sentences that may include clauses to show differences, make comparisons or contrast ideas
* using complex interrogative forms to ask a variety of questions, make requests, obtain information, analyse or seek clarification, using rising intonation or stress (where relevant)
* using the active and passive voices to establish distinctions of agency, for example, reading sentences in the active voice and rewriting the sentence in the passive voice; or writing a formal letter to the principal informing them about what has been achieved in the school, using the active or passive voice, appropriate to context
* inferring meanings of unknown words, idioms, and cultural expressions from information available from the text or context
* recognising the function and form of words, using a variety of prefixes and suffixes (where relevant) in word formation, tenses, or levels of formality, for example, by reading combinations of a root word and prefix/suffix, and inferring meaning; or rewriting and performing short dialogues into different tenses or levels of formality
* understanding and using a range of complex numerical expressions (where relevant), including the formation of large numbers, expressing percentages, indicating complex and compound numbers, for example, when presenting data of the class in graphs or charts or explaining the population across target language-speaking communities
 |
| reflect on and evaluate texts in the target language, using metalanguage to analyse language structures and featuresVC2LNR10U03 | * comparing the lyrics, themes and styles of popular songs in English and in the target language, explaining similarities and differences in language use, cultural aspects, and modes of expression
* identifying register used in target language texts, for example, the formal, polite style used for statements and commands; and the vocabulary used to determine context, purpose and audience
* comparing texts created for different audiences such as advertisements, brochures and signs, noticing how language use reflects ideas and messages that are relevant to a particular purpose
* comparing sentence structures in the target language to English and/or other languages they know, and recognising the ways that different grammatical structures or language features are used to convey meaning
* evaluating a range of texts such as emails, songs, slogans or public signs, noticing how the choice of vocabulary and structure combine to achieve each text’s purpose
* analysing spoken and written versions of texts such as advertisements, invitations or personal messages, identifying key differences in syntax, register, rhythm and language choice, using both the target language and English
* using metalanguage to discuss language structures and features, drawing on examples from English and/or other languages to make comparisons with the target language
* expanding metalanguage to describe additional grammatical concepts and analyse the relationship between form, function and meaning
* being the teacher or buddy to annotate a peer’s draft written work, highlighting mistakes and offering suggestions such as the sequencing of ideas, grammatical structures, paragraphs and layout
* identifying language features and cultural references that contribute to the overall meaning or purpose of texts, for example, an idiomatic expression, a quotation or a rhetorical question
 |

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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicatingVC2LNR10U04 | * researching and noting important cultural symbols and icons and how they relate to identity and national pride, such as symbols from religion, festivals, historical events, or folklore and legends
* discussing the importance of respect and politeness in language and culture, for example, how communication with others is enhanced with the use of certain phrases, expressions and appropriate gestures
* reflecting on their own cultural identity in terms of family background, community relationships, and contact with languages (including contact with the target language and culture, or other languages and cultures), tracking changes over time or context
* discussing whether being bilingual or multilingual contributes to a more fluid sense of identity in ways that involve both culture and language, and explaining how this has influenced their life or identity
* listening to and/or reading examples of an Acknowledgement of Country in the target language, and creating their own version that names the local Country for an audience of target language speakers
* analysing and discussing the interconnected nature of the linguistic and cultural diversity of people in countries or communities where the target language is spoken, and how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples
* examining reactions to different perceptions and expectations around similar and different cultural practices in the target language and Australian contexts, for example, the concept of personal space, greetings and gestures, accepting and refusing offers, gift-giving, celebrating and special events
* analysing and describing how language use and culture are interrelated and that they shape relationships, practices and attitudes across communities of speakers of the target language
* analysing their own cultural and linguistic biographies, through talking to relatives to discover more about family heritage, migration and history, and reflecting on how this can contribute to understanding their culture, identity and family traditions (e.g. festivals, cultural events, or superstitious or spiritual beliefs)
* analysing teacher-curated examples of traditional and contemporary images or texts in print and online, comparing how representations of identity and gender in the language have changed over time, and exploring different ways to remove any gender bias embedded in the grammatical structures of the language (e.g. using an alternative term or the passive voice)
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# Curriculum – 7–10 Sequence

## 7–10 Sequence: Levels 7 and 8

### Band description

In Levels 7 and 8, students are beginning their learning of the target non-Roman alphabet language, and this will be influenced by the students’ background and by their prior experiences of language learning. Students use the language to describe their personal worlds and interact and collaborate with their teachers and peers, in person or in secure, teacher-moderated online environments, within and beyond the classroom.

Listening, speaking, reading, writing and viewing activities are supported by scaffolding, modelling and feedback. Background language learners and second or additional language learners may work collaboratively to facilitate learning. Background language learners may also interact in the target language within their family and in their local community.

Students access authentic and purpose-developed spoken, written, viewed and multimodal resources, which may include conversations, audio and video clips, textbooks, advertisements, images, teacher-curated blog posts and magazines. Background language learners may source texts and other resources from their local community to share with peers.

Students use their knowledge of some metalanguage to reflect on similarities and differences in language structures and features between the target language, English and/or other languages. They recognise the difference between using the writing system of the target language and the Roman alphabet in English. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students use the target language 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 the target language or English, and demonstrate their understanding of context, purpose and audience in texts. They use the writing system and familiar language, modelled sentences, grammatical structures and some textual conventions to create texts in the target language appropriate to audience.

Students begin to use pronunciation, intonation and rhythm in the spoken language to develop fluency. They demonstrate understanding that the target language has conventions for non-verbal, spoken and written communication. They comment on aspects of the target language and English-language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in the Language

##### 7–10 Sequence sub-strand: Interacting in the language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worldsVC2LNR8CM01 | * engaging in everyday social interactions such as greetings, farewells, apologies, thanks, well wishes and congratulations for special occasions, using appropriate formal and informal language, including the use of honorifics or respectful forms of the language (where relevant)
* introducing themselves using culturally appropriate formulaic expressions and gestures and engaging in conversations with others to exchange information about themselves, their family and friends, for example, interviewing people in their class and writing notes about what they learn
* interacting with peers and others to exchange information and opinions about familiar topics such as self, family, friends and interests, and expressing feelings, likes and dislikes, for example, participating in a ‘Find someone who…’ activity
* interviewing members of the class about themselves, their family, pets, likes and dislikes, hobbies and leisure activities; creating a graph representing the information they collected; and using the graph to communicate simple statements about the information gathered
* exchanging information about clubs, sports, special events or community celebrations in the school and the community
* describing and exchanging information about routines and interests using modelled language and expressing likes, dislikes and preferences
* listening to or reading texts; identifying colloquial expressions, phrases and/or idioms and discussing their meaning as a class; and then using colloquial expressions, phrases and some idioms to talk about feelings, relationships and places
* reading teacher-curated blog posts about school, home or social activities in the target language, and then writing comments reflecting on what they have learned
* writing emails or recording short voice messages for students at a sister school, asking questions and sharing information about their hobbies, favourite subjects or weekend plans
* recognising and using gender-neutral and gender-inclusive language to address individuals or groups such as when addressing a school assembly
 |
| develop language to interact in exchanges, routines and tasks related to their classroom and interestsVC2LNR8CM02 | * brainstorming different ways of asking questions (e.g. question words; yes/no, choice or disjunctive questions) and how these function in the target language, then asking and responding to questions, following instructions and commands, and seeking help and permission
* asking and responding to questions related to the learning environment, or asking how to say something in the target language
* interacting in classroom routines, such as responding to the teacher during roll call, asking permission and making requests, or asking and responding to questions
* using interrogatives and formulaic expressions to ask questions and seek further information, for example, in a role-play, an interview or a written exchange
* using formulaic and some idiomatic expressions for greetings, farewells, classroom activities and everyday interactions, for example, when referring to the weather or describing someone
* using evaluative language to express opinions and preferences about a range of familiar topics, such as their school and its surroundings, the timetable, the uniform and school events, for example, writing a paragraph evaluating the school uniform
* providing feedback and encouragement, using modelled and formulaic expressions and phrases in the target language, for example, encouraging classmates when playing a simplified board or card game, such as snap, word games and memory games; or giving praise after listening to a presentation
* stating a problem or asking for advice or suggestions, using a range of interrogatives to make a request or seek clarification when discussing a problem, for example, discussing which film to go and see on the weekend, or asking for advice about homework
* using the target language to discuss daily routines, roles and responsibilities at school and at home, for example, completing a class survey about the chores they do at home, and then discussing what they find interesting, which chores they like or don’t like, and whether they receive pocket money
* taking turns being a daily leader or monitor who is responsible for the opening and closing of lessons, greetings and roll call, or distributing work
 |
| engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environmentVC2LNR8CM03 | * using the target language to organise and participate in collaborative activities with peers, such as performances and presentations
* watching a video of people speaking in the target language, identifying commonly used gestures and formulaic phrases, discussing their meaning and use
* working with peers to produce a bilingual publicity flyer for an upcoming school event
* using the target language to plan events (e.g. a class celebration or a birthday party) with details such as the day, date, time, place, activity and participants
* participating in modelled role-plays to plan, organise activities, and accept or decline an invitation, using appropriate phrases and formulaic expressions
* making decisions about collaborative projects such as displays or performances, events or excursions, using modelled spoken and written language to discuss roles and responsibilities and sharing ideas
* engaging in spoken and written exchanges in the target language with peers to plan and participate in activities that combine language and cultural elements, such as an excursion to an exhibition, film festival, performance, restaurant or community event
* planning a party menu, picnic or end-of-term celebration, deciding on catering elements, and discussing individual and shared preferences or dislikes
* participating in simulated travel scenarios around the school, assuming different roles to ask for and give directions, information and assistance
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##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audienceVC2LNR8CM04 | * locating and using key points of information, such as main ideas, specific details and general descriptions in a range of texts (e.g. maps, songs, posters, emails, interactive games), and responding to short-answer questions or writing a text response using information from the text
* viewing an image, reading an article or listening to an interview about different topics (e.g. social or environmental issues) or events (e.g. festivals or art exhibits), recording target vocabulary and key facts, and then writing an email to a friend persuading them to volunteer in a program or attend an event using information from the text
* discussing the ways words can be misinterpreted, for example, the naming of the Barwon River in English (Wadawurrung word Parwan for ‘magpie’), or the Yarra River (Wurundjeri term Yarro Yarro, meaning ‘It flows’), and identifying false friends or commonly misunderstood terms and phrases in the target language that can cause miscommunication
* accessing information from resources such as surveys, posters, websites, brochures, videos and books on a variety of topics (e.g. family life, healthy lifestyles, leisure, travel, school), and summarising key points to use during an in-class discussion or to present as part of a speech
* listening for key points of information in short spoken texts (e.g. phone messages, announcements), and representing the information in note form to communicate to others
* noticing how local names of streets, places and landmarks can have their origins in the language(s) of Aboriginal and Torres Strait Islander Peoples, investigating the meanings of these place names, for example, ‘You Yangs’ comes from the Wadawurrung term Wurdi Youang, meaning ‘big hill’, and then discussing the names of landforms that also denote physical characteristics in the target language
* listening to popular songs or viewing music videos in the target language, summarising key ideas or messages, and comparing these with songs and music videos that appeal to young people in Australia
* reading or viewing imaginative texts such as fables, folktales or films about legends, and then re-enacting scenes that illustrate aspects of character personalities, events or key messages
* viewing an image, video, sporting or music event, noting key information, and presenting a simple commentary using appropriate language features and non-verbal language to engage the audience
* demonstrating understanding of key points from a source, for example, reading a menu and requesting the exclusion of some ingredients when ordering; seeing a poster for a gym opening and writing an email to convince a friend to try it out; or looking at a movie program with their siblings and negotiating when to go and what to see
 |
| develop and apply strategies to interpret and respond to texts in the target language, and to convey meaning and intercultural understanding in language in familiar contextsVC2LNR8CM05 | * participating in ‘dictionary races’ to practise finding information in the dictionary quickly and accurately, and discussing how to identify word classifications (e.g. noun, verb, adjective) or gender (where relevant) in the dictionary
* using bilingual dictionaries and online translation tools to become aware of alternative or multiple meanings of words and the importance of context when making meaning, for example, discussing how a change in context or pronunciation can change the meaning of words in some sentences, or reflecting on how nuance is reflected in translations by a person versus translation tools
* using knowledge from the language(s) they speak to search for clues to the meaning of words, phrases or sentences, for example, identifying loan words from English and/or another language, or words that look or sound the same to assist in interpreting meaning
* translating short community texts (e.g. public signs, slogans, menu items, announcements) from the target language to English, and vice versa, comparing the choices made to arrive at the closest equivalent meaning
* listening to or viewing music video clips or extracts from films that show interactions between different people; noticing cultural aspects; identifying and discussing patterns in language use associated with gender, age and social status; sharing reactions with peers; and discussing similarities and differences in interactions in similar contexts in their own culture(s)
* discussing a selection of traditional texts such as fables and legends; identifying words, formulaic expressions and some idioms that reference cultural values, history and beliefs; and examining how language choices reflect different cultural aspects
* developing strategies to support understanding of body language, for example, watching a video clip, identifying the appropriate use of actions and gestures in various interactions, and then using these in role-plays and during classroom interactions
* recognising culturally specific terms, expressions and phrases, applying them in relevant situations, and discussing equivalent terms in other languages
* recognising there are variations in language when speaking to friends, family or others, which may require understanding when to use informal or formal language, or when to use honorifics or respectful forms of the language, and then practising these, for example, by adopting different roles in the classroom and greeting each other, or participating in conversations on specific topics
* monitoring their use of the target language, English and/or other languages in different areas of their lives, for example, by keeping a record of what they use each language for throughout a particular day, identifying any patterns they notice (e.g. topics, people they are talking to, locations where discussions take place), and discussing their observations
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##### 7–10 Sequence sub-strand: Creating text in the language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventions, using the writing system of the target languageVC2LNR8CM06 | * reporting, orally or in writing, on events in their immediate environments or personal worlds, such as a school or community event, celebration or excursion
* reading, listening to or viewing texts created for children, identifying vocabulary, grammatical structures and textual conventions that are relevant for the target audience, and then composing texts to entertain younger children, for example, by using dramatic and emotive words, vocal expression and sound effects to build suspense in an animated story
* developing and using bilingual texts for specific audiences (e.g. a Big Book or game for young learners of the target language; invitations to a class event; posters for a performance), selecting vocabulary and expressions, noticing how meanings need to be tailored to consider the intended audience and cultural perspectives
* creating short stories with imagined scenarios and characters based on their personal interests and preferences, such as a celebrity family, a new plant or animal species, a parallel universe or a new superhero
* brainstorming textual conventions associated with dialogues, and then composing and presenting dialogues (e.g. a role-play), or explaining the relationships between characters and contexts in a short drama or song
* writing narratives, for example, collaborating with others by writing the first part of a short narrative, exchanging with a peer to write the next section, completing the text, and then reading it aloud
* composing and reciting poems or songs that incorporate elements of traditional or contemporary literary and musical forms for an assembly or a poetry or speaking competition
* designing a menu for their own restaurant with some of their favourite foods, and writing or performing a role-play in a group, for example, going to a restaurant and ordering food
* mapping their own language-and-culture profiles, for example, by creating a family tree or a digital profile to highlight formative elements such as family languages, key relationships and intercultural experiences
* producing an informative text introducing an aspect of their immediate environment or personal worlds, for example, creating a tour of their school, a guide to their favourite place, an explanation of Aboriginal and Torres Strait Islander place names, or a history of their town; or reading a text and highlighting the text-type features they can see, before completing a jigsaw-puzzle task with a similar text, placing all the elements of the text in the correct order using the text-type features as support
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#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| recognise and apply the sounds and conventions of the spoken target language to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contextsVC2LNR8UL01 | * understanding that the sounds of the writing system in the target language are represented by graphemes such as letters, characters, syllable blocks or script(s) and that this differs from the Roman alphabet, and practising these, for example, playing sound bingo or grapheme snap; or working with a partner or in small groups and drawing cards with different sounds, and then keeping the card for each sound they say correctly
* observing the mouth shape and tongue position to experiment with producing a range of sounds, including sounds that may not be used in English, for example, saying different tongue twisters focusing on sounds
* recognising and understanding the differences between statements, questions, requests, commands and interjections in the target language, including changes to word order and intonation and applying this knowledge, for example, applying the correct intonation to a series of sentences; or participating in a role-play where they exaggerate the tone and intonation of statements, questions, requests and commands, or practise using relevant interjections
* recognising the effect of tone and pronunciation nuances on meaning and interpretation in a range of contexts, for example, recording themselves presenting an advertisement for a product using several different tones, and in small groups, discussing the impact of tone on the interpretation of the text
* noticing sound–grapheme correspondence and developing phonic awareness by listening to, recognising and experimenting with a range of sounds in the target language, for example, creating charts or lists to support understanding of the writing system, noticing those that are new and challenging (e.g. those from unfamiliar contexts), and discussing how they are different to English and/or other languages
* recognising and producing syllables from vowel–consonant combinations, and understanding that syllables can be joined together to make words, for example, playing syllable bingo, combining vowel and consonant cards to create words or phrases, saying sentences focusing on the pronunciation, and identifying how they are represented by the writing system of the target language when writing sentences or texts
* building vocabulary and improving pronunciation, for example, participating in tongue-twister races or creating new tongue twisters using words with similar pronunciation and adding new words or expressions to glossaries or secure, teacher-moderated online vocabulary games
* identifying and practising the discrimination of unaspirated and aspirated sounds (where relevant), by repeating the sounds after the teacher
* understanding how new loan words are constructed in the target language and applying appropriate pronunciation, for example, creating a list of frequently used loan words and sorting them into categories according to pronunciation, recording themselves saying the words, and then listening to and reflecting on the recording
* understanding that features of the writing system in the target language may affect pronunciation, for example, syllable blocks or diacritical marks (where relevant)
 |
| apply understanding of the writing system of the target language and use grammatical structures and formulaic expressions to respond to and create a range of texts using conventions appropriate to audience and text typeVC2LNR8UL02 | * reading and writing graphemes in the target language, for example, letters, characters, syllable blocks or script(s), identifying unique features of the writing system such as stroke order, hanging script, diacritical marks or other components, applying rules for simple sentence structure, including text directionality, word order and spacing (where required), using varied resources for support, as well as simple punctuation such as commas, full stops, question marks and exclamation marks
* recognising and applying the rules for using definite and indefinite articles, and/or how to use nouns modified by both an article and an adjective (e.g. an interesting story) by participating in group sentence-writing races or secure, teacher-moderated online games
* recognising and using a range of nouns, and identifying gender, case, negation and/or prefixes and suffixes (where relevant), for example, playing a noun-gender game holding up different cards to indicate different genders, completing fill-the-gap activities for different cases or rewriting positive sentences in the negative form
* identifying, understanding and using the definite and indefinite article in both singular and plural forms, for example, when viewing an image of the classroom and participating in a ‘word-phrase-sentence’ thinking routine or labelling items in the classroom
* using singular, plural and demonstrative pronouns, for example, selecting the correct pronoun in a multiple-choice activity when referring to illustrations that depict one or more people or objects
* using basic particles to mark case and other basic functions of nouns in a sentence (where relevant), for example, using particles to mark case or function in sentence-unjumbling tasks or secure, teacher-moderated online games
* understanding and applying sentence structure and word order, for example, ‘subject + object + verb’ sentence (or equivalent), and forming sentences by sequencing word cards and paying attention to word agreement
* recognising and using simple sentence structures and formulaic expressions to make statements or ask questions, identifying and using pronouns for people, places and objects in singular and plural forms, for example, reading conversations aloud, focusing on the correct emphasis for statements and questions, underlining pronouns in sentences, or colour-coding different parts of sentences
* understanding that verbs change according to gender, number and tense, and using present and past tenses, including some set phrases with auxiliary verbs, for example, reading or listening to similar simple sentences, identifying how the verbs have changed according to gender, and using this rule to write and check their own simple sentences; or participating in an ‘I do, we do, you do’ activity, rewriting sentences from the present tense into the past tense, and discussing their answers as a class
* using adjectives, including possessives, to describe characteristics or qualities of a person and/or object (e.g. nationality, ownership, shape, colour), and noticing that they change with gender and number (where relevant), and identifying and using comparative adjectives when comparing elements, for example, writing a journal entry describing their family, reflecting on who is older/younger or louder/quieter
* identifying common adverbs in sentences, for example, reading sentences and highlighting or underlining the adverbs, and then using common adverbs, for example, by playing a game of ‘I always … I never …’ to indicate how often they do different activities by moving to different adverbs placed around the classroom as the teacher reads out simple sentences
* using negative forms of verbs and adjectives, for example, playing games, racing against others to rewrite positive sentences in the negative form
* using time words such as days of the week or dates, prepositions, and cardinal and ordinal numbers to specify time, place or location, for example, when giving directions to specific locations in the school or creating a weekly timetable
* recognising the function and form of commonly used prefixes and suffixes (where relevant), for example, by conducting a scavenger hunt looking for flashcards of prefixes or suffixes to complete words or phrases provided by the teacher
 |
| compare the structures and features of the target language with English and/or other languages using some metalanguageVC2LNR8UL03 | * recognising and understanding characteristic features of common types of text, comparing them with equivalent texts in English, for example, completing a text-type scavenger hunt to locate examples of different text types in English and the target language, or creating a text-type wall with annotated examples of a variety of text types
* identifying and discussing the purpose, intended audience and key language features of short texts (e.g. road signs, advertisements, instructions), and comparing these with English versions of similar texts, and creating their own texts, using language and text-type conventions to convey the purpose and intended audience
* comparing the structure, presentation and features of texts in the target language and English (e.g. a wedding invitation, a clothing sale at a store, a message to a friend) and identifying similarities and differences such as expression, levels of formality, honorifics or respectful terms that may be used when addressing others, for example, creating Venn diagrams comparing texts in different languages
* brainstorming a range of metalanguage, and using relevant terms to identify conventions of familiar text types, such as letters, emails or greeting/invitation cards, and then comparing them with English and/or other languages
* comparing features of text types in the target language and English such as phone conversations, business letters or sports reports, considering whether differences in style or structure reflect differences in cultural values or practices
* using metalanguage to discuss parts of speech, sentence structure, word order, punctuation and syntax, for example, annotating sentences and comparing their responses
* recognising loan words and common expressions in the target language from English and/or other languages, and exploring target language words and expressions that are often used in English, for example, reading short texts or viewing vocabulary lists, and discussing similarities or differences between words in different languages
* observing and comparing how abbreviated forms of words or expressions are accepted in different ways in the target language, English and/or other languages in texts found in multimedia and secure, teacher-moderated social media forums, for example, reading teacher-curated social media posts in the target language and English, and completing a ‘see-think-wonder’ chart about the meanings of different abbreviations
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##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LNR8UL04 | * developing an understanding of the relationship between languages and cultures, and intercultural communication in different contexts, for example, using forms of language to show respect or status, ways of addressing people or expressing affection, or how the use of silence or body language may be different in different cultures
* identifying the Aboriginal or Torres Strait Islander Country or Place on which they live and incorporating this into their self-introduction in the target language
* identifying and reflecting on elements that have an impact on their own sense of identity, for example, the influences of living in Australia or speaking additional language(s), and explaining their own ideas regarding culture
* identifying non-verbal expressions taken for granted in communication in different cultures, for example, making or avoiding eye contact depending on the social context; bowing to an older person; nodding to show agreement; or pointing and beckoning with appropriate hand gestures
* watching a video clip and recognising that different language is used in different formal or informal contexts and situations (e.g. workplace vs. school), and relationships (e.g. an older member of the community vs. a friend or family member), and reflecting on choices made when using language to interact with others, considering the relationship between language and culture
* becoming aware of the variety of gender-neutral and gender-inclusive ways in which people can be addressed, including the use of non-gendered expressions
* participating in a range of real or simulated cultural experiences such as eating at a restaurant, going to a festival or attending a celebration, and reflecting on new learnings and interesting observations, for example, writing a journal entry about what they have learned
* appreciating the rich cultural diversity of society in countries or communities where the target language is spoken, such as regional specialties, dress, art and festivals, and how these represent cultural diversity and expressions of identity
* comparing and contrasting systems of telling days of the week, dates, times and seasons (where relevant) in the target language to English and/or another language and discussing their connection to culture, for example, by viewing and analysing different calendar systems, and completing a Venn diagram on the similarities and differences
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## 7–10 Sequence: Levels 9 and 10

### Band description

In Levels 9 and 10, learning of the target non-Roman alphabet language builds on each student’s prior learning and experiences. Students use the language to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read, write and view to communicate with other speakers of the language in local and global settings through authentic community and secure, teacher-moderated online events. Students continue to receive guidance, modelling, feedback and support from their peers and teachers. Background language learners and second or additional language learners may also support each other in their literacy development.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written, viewed and multimodal texts. These may include textbooks, audio and video clips, magazines and images, online and print articles, and secure, teacher-moderated social media. Background language learners may source texts and other resources from their local and global communities to share with peers.

Students expand their knowledge and control of the spoken and written structures and features of the target language. They acknowledge that there are diverse influences on communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Level 10, students initiate and sustain the use of the target language to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using non-verbal, 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 the target language 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 language to create texts.

Students apply features and conventions of the spoken target language to enhance fluency. They select and apply 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 texts in the target language using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning the target language, to discuss how this influences their ideas and ways of communicating.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in the Language

##### 7–10 Sequence sub-strand: Interacting in the language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worldsVC2LNR10CM01 | * initiating conversations with peers, family and others, for example, discussing what happened during the day, what they are doing and/or what they have planned for the future, using expressions appropriate to context and audience
* brainstorming different strategies for sharing personal opinions, and using a variety to strategies to discuss their opinions and experiences with peers, for example, comparing aspects of young people’s lives, such as relationships, events and aspirations
* initiating and sustaining face-to-face or secure, teacher-moderated online conversations about topics relating to teenage life (e.g. parties, jobs, music, friendship, fashion), using active listening skills, turn-taking, non-verbal reactions (e.g. shrugging shoulders, head-shaking) and spoken responses, building fluency in speech by responding to questions and developing conversations
* using a range of language structures and communication strategies, such as repairing, self-correction and gap fillers, to elicit others’ responses and express their own opinions and experiences
* supporting views and opinions using evidence or examples, and maintaining the focus of a discussion (e.g. redirection) using a variety of communication skills when participating in classroom discussions
* identifying and applying strategies and language to use when interacting in unfamiliar contexts, such as helping a stranger with directions; discussing unfamiliar topics; using appropriate interjections; asking for clarification or repetition; or asking someone to elaborate
* discussing details about past experiences and events of significance (e.g. holidays, special events and travel), asking and responding to questions about their plans and aspirations using descriptive language
* discussing how gender is represented within the target language, and identifying opportunities to use gender-neutral and gender-inclusive language when interacting with classmates (where relevant)
* sharing personal thoughts and experiences with peers about milestones, events and interests, and incorporating language to express emotions and responses, such as approval, gratitude, regret and appreciation
* interacting in spontaneous hypothetical situations relating to travel, such as losing property, catching public transport, asking for recommendations, and complaining about services
 |
| use the target language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss VC2LNR10CM02 | * using descriptive and expressive language to exchange views, elicit opinions and offer solutions/alternatives to problems, for example, participating in a role-play to convince a friend to go to the movies instead of a football game, using the language of negotiation to ensure the compromise is acceptable to both parties
* asking for and making suggestions relating to shared activities, for example, brainstorming a range of useful expressions for making suggestions, playing language-lesson bingo, crossing off each expression they are able to use within the lesson, and then working collaboratively and using the expressions they have revised
* engaging in a simulated social interaction with peers, for example, accepting and declining invitations, making excuses, and apologising, using appropriate protocols such as forms of politeness and respect
* researching and discussing aspects of school and home life, for example, opinions about school or family rules, expectations, and subjects or extracurricular activities offered in Australian schools and/or schools in countries or communities where the target language is spoken
* brainstorming language required to persuade or debate topical issues, participating in a ‘running dictation’ to revise the target vocabulary and grammar, and then participating in a class debate, sharing and comparing ideas and opinions
* using appropriate discussion protocols such as active listening, repair strategies (e.g. ‘Pardon?’; ‘Could you please repeat that?’) showing interest, acknowledging others’ opinions, and responding to, elaborating and extending on ideas, when participating in class discussions about a range of topics
* watching a documentary on a global or social topic (e.g. climate change), and then using modelled descriptive and expressive language to exchange views on the topic
* brainstorming different ways of asking questions, revising grammatical structures, and then, for example, participating in a mock interview for a part-time job or volunteer work, answering questions, discussing ideas, and expressing opinions
* participating in structured discussions and tasks by asking and responding to questions, clarifying understanding, expressing agreement or disagreement, giving opinions, and reflecting on others’ opinions
 |
| use spoken and written exchanges in the target language to discuss, plan and reflect on activities, events and experiences with peersVC2LNR10CM03 | * participating in collaborative planning and decision-making for events and shared experiences (e.g. planning a languages day, cultural event or incursion), and engaging in different forms of spoken and written exchanges, for example, writing an email to persuade their teacher to hold the event, negotiating a budget for the event, and/or writing an article for their sister school’s website
* contributing to collaborative interactions such as creating a schedule for a visiting school group, setting up a school display or hosting an event
* participating in real or simulated transactions that involve buying and selling, for example, bidding for an item in a simulated online environment, ordering food for a class celebration, negotiating purchases, or conducting a market stall
* negotiating roles and responsibilities for the planning, filming and editing of a short documentary on aspects of their shared school experience
* organising a real or simulated interview with a local celebrity or significant person who speaks the target language, researching the person’s achievements, and discussing with peers the appropriate questions to ask and how to present the information
* visiting and/or viewing real or virtual cultural sites or exhibitions, for example, famous museums or places of worship, and sharing responsibility for the creation of different elements of a multimodal report about the experience
* organising and completing the necessary preparation for an event such as an end-of-year dance, excursion, fundraiser, camp or winter sleep-out; keeping a weekly journal about the process, what they are learning, and what they need to do; and writing a reflection statement after the event, considering what they may do differently next time
* keeping a ‘progress journal’ to reflect on their own personal process and experience of learning a language, using target vocabulary and structures, and sharing entries weekly with their teacher for feedback
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##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

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| --- | --- |
| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audienceVC2LNR10CM04 | * obtaining, analysing and using information from a range of texts, identifying and comparing perspectives on social and cultural issues, and then presenting information to the class as a speech or participating in a class debate
* viewing images detailing lifestyles in diverse communities where the target language is spoken, identifying and recording features of local lifestyles that reflect modernity or tradition using a Venn diagram, and then evaluating the information for relevance, appropriateness and significance
* researching different perspectives of a selected issue (e.g. compulsory school uniforms, recycling programs, climate change) presented in different media outlets, such as news sites or specialty magazines, and using the information as stimulus for debates or opinion pieces
* obtaining information from advertisements, reports or travel brochures, using facts from the texts to respond in different ways, for example, inviting a friend on a shopping outing, persuading parents to allow them to attend a concert, or creating a holiday itinerary
* recognising cultural expressions, phrases and etiquette in a range of contexts, for example, watching a film clip or listening to a conversation, adding new information to a word bank or class poster, and then incorporating these elements in their own interactions in the language classroom or when role-playing different scenarios
* listening to popular songs in the target language or viewing music videos and summarising key ideas or messages, and then comparing these with songs and music videos that appeal to young people in Australia
* listening to or reading an article or interview of a well-known Aboriginal or Torres Strait Islander person, discussing their opinions and ideas in the target language, and creating and presenting their personal profile to the class
* collecting examples of positive news or success stories related to their school, home or local community (e.g. sporting achievements or successful fundraising), and sharing their findings in formats such as digital displays or newsletter contributions
* discussing the enduring influence of traditional fables and legends in passing on cultural values through allegory and storytelling, for example, by reading texts and identifying idioms or references to describe personal traits or qualities
* discussing basic elements of selected excerpts of literature in the target language by significant writers, and creating a mind map to record their observations and examples from the text
 |
| 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 contextsVC2LNR10CM05 | * using listening strategies when listening to audio texts (e.g. listening for keywords, using a guided note-taking sheet, identifying text-type features and language conventions in different text types), and then using this knowledge to interpret texts and apply this knowledge in their own writing
* analysing short texts (e.g. announcements, notices, songs, advertisements, extracts from stories and films) by considering contexts and audiences, and reflecting on how cultural elements are encoded in language, such as the use of kinship terms, titles and terms of address
* translating public signs, notices and slogans from the target language into English, comparing each other’s versions, and considering reasons for any similarities or differences between the translations, such as the use of different methods or various interpretations
* translating proverbs, examining literal translations for cultural information, and identifying English-language proverbs that approximate the ideas behind the words, or collecting a proverb card in either English or the target language, and moving around the classroom to find the person with the correct translation for their proverb
* listening to a range of audio texts (e.g. train station or airport announcements, or recorded phone messages) and identifying strategies to address challenges associated with clarity, accent and pace in spoken texts, for example, identifying sounds that are difficult to distinguish and revising them regularly, practising note-taking strategies, or focusing on keywords
* using dictionaries to support the translation process, including ‘back-translating’, considering why a word or expression does or does not translate readily, and reflecting on possible ways to translate words and expressions without losing their original meaning
* reflecting on the importance of non-verbal elements of communication, such as hand gestures, head movements and facial expressions, and how these are sometimes used to mean different things in different cultures, for example, viewing a video clip (without sound) of an interaction in a country or community where the target language is spoken, using the non-verbal elements to predict what is occurring, and then replaying the clip with sound to check their predictions
* listening to or viewing a text and identifying differences in language use, for example, identifying the language register in different social and cultural contexts (where relevant), and relating those differences to the roles and relationships of participants in the interaction
* examining variations in language used in face-to-face, written and digital communication, particularly noticing colloquial language and how it differs from standard forms, for example, reading a text message in the target language, noting and analysing the use of colloquial language and abbreviations, and rewriting it as a formal written text in the target language
* reading and creating bilingual texts in different formats (e.g. digital texts, captioned photos, notices, signs, instructions) for audiences in familiar contexts, highlighting keywords and expressions associated with the context
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##### 7–10 Sequence sub-strand: Creating text in the language

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| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| 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 audiencesVC2LNR10CM06 | * presenting information on specific cultural practices associated with target language communities, such as how festivals are celebrated
* developing texts that explain a procedure or practice (e.g. a recipe; the rules of a sport or a board game; instructions on caring for a pet/animal; fashion tips) to both an informal audience and a formal audience, selecting vocabulary, expressions and grammatical structures appropriate to each context
* composing promotional or persuasive texts for audiences such as peers, younger children, parents or authorities to argue a case or establish a position on an issue
* creating a range of texts to entertain specific audiences (e.g. songs and video clips, skits, graphic stories for classmates, children’s books and cartoons suitable for younger learners of the target language), or creating and presenting performances (e.g. role-plays or skits) based on stories and scenarios that involve language appropriate to the context
* writing a journal entry or a contribution for a school newsletter in the target language, reflecting on a visit to an Aboriginal or Torres Strait Islander Country or Place, and, with permission, referring to cultural knowledge of the site’s significance, writing the first, middle or last part of a text in the genre of their choice, and exchanging them with peers to write the missing sections following the same style, themes and conventions
* creating a digital profile of a significant member of the wider target language-speaking world (e.g. philosopher, poet, writer, musician, chef, artist, sporting figure), using information collected from teacher-supervised online research, documentaries or published interviews
* creating a print or digital advertisement or travel brochure in the target language for travel to an Aboriginal or Torres Strait Islander Country or Place, including what to see and do, traditional and/or cultural considerations, means of travel, best time of year to visit, what to bring and what to wear
* creating a profile of a particular group or community, for example, a collection of mini biographies of class members, family or friendship groups, including details such as personal achievements, special memories and interests; or conducting a class survey and presenting the findings as an infographic or informative report
* creating leaflets or slogans to raise awareness of social or environmental issues in communities where the target language is spoken
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#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
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| apply features and conventions of the spoken language to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contextsVC2LNR10UL01 | * recognising and reproducing sound–grapheme relationships and combinations in spoken and written forms and key features of pronunciation, rhythm and stress, for example, participating in sound bingo, identifying sounds within words on the bingo board, or practising tongue twisters focusing on sounds
* experimenting with pronunciation rules and intonation collaboratively with peers, for example, exploring common pronunciation changes in familiar loan words and predicting how these may apply to unfamiliar or complex loan words
* identifying differences in sounds such as intonation, tone, stress, contractions or repetitions (where relevant), and using them appropriately when speaking for a specified context and audience, for example, when presenting a speech to the class
* applying the conventions and rules of pronunciation, spelling, punctuation and intonation in the target language, and using prior phonic knowledge to predict the sound of new and unfamiliar words, for example, reading unfamiliar words aloud to a partner, discussing any adjustments that might need to be improved, repeating the word with the relevant changes, and then checking the pronunciation
* recognising the differences in intonation, rhythm and stress (where relevant) between questions, exclamations and commands in the target language, for example, holding up cards with different symbols or moving into different positions to indicate whether they hear a question, exclamation or command; or practising using questions, exclamations or commands with a partner, overemphasising the differences in intonation, rhythm and stress
* recognising and using stress patterns appropriately to separate clauses (e.g. placing stress on the conjunction), for example, when reading a text aloud, participating in a discussion, or conducting an interview
* building spoken fluency and accuracy in relation to pitch, stress and rhythm by recording themselves saying tongue twisters or challenging sentences, and then reflecting on how they sound when listening to them
* understanding regular and irregular elements of the target language in spoken and written forms, such as the influence of diacritical marks and expression on pronunciation and spelling
* using prior knowledge of the pronunciation of the target language to transcribe a spoken text, writing down words and sentences as they hear them, predicting the spelling of unfamiliar words, and then correcting their work and discussing common challenges and strategies for making corrections
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| 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 typeVC2LNR10UL02 | * applying punctuation conventions (e.g. full stops, commas, exclamation marks, brackets, apostrophes, quotation marks, question marks) when creating a range of texts, for example, reading a short text without punctuation and adding the relevant writing conventions; or writing a persuasive email to their teacher about why they should be selected for an international exchange program, school ski trip or music camp, using appropriate punctuation
* recognising a range of simple and complex nouns (e.g. concrete and abstract nouns, nouns with prefixes and suffixes, gender, negation, tenses and/or gerunds, where relevant) and using these in a range of texts and contexts, for example, writing an informative or evaluative text about the use of mobile phones or the effectiveness of the school’s environmental program in the target language
* developing knowledge of vocabulary and sentence structures to elaborate meaning, by using a variety of sentence structures such as ‘subject + object + verb’ or ‘subject + verb + object’ sentences (or equivalent)
* recognising that levels of politeness and formality in communication vary according to audience and purpose, and applying these appropriately to their own oral and written communication, for example, participating in impromptu role-plays, adopting different roles (e.g. an elder in the target language community, a young child, an uncle or a teacher), and using appropriate levels of politeness and formality
* linking and sequencing ideas in sentences, using a range of prepositions, cohesive devices, connectors or conjunctions to form complex or compound sentences that include clauses that may show differences, compare ideas or express exceptions, for example, reading a short imaginative story and summarising/paraphrasing and sequencing information
* using cardinal and ordinal numbers and appropriate numerical expressions for a range of purposes, including expressing larger numbers, measurements, percentages and fractions, for example, when planning an overseas holiday or a large event
* selecting a range of verbs and tenses (e.g. present, past, future) to describe events, and using these when writing or responding to a range of text types in the target language (e.g. an imaginative story about life in 2065); or using different moods (e.g. conditional, subjunctive) appropriate for the purpose and audience, for example, writing a journal entry about what they would do if they were a millionaire
* using prepositions and related vocabulary and verbs when asking and giving directions, such as giving and following directions when working with a partner, using a map of a city or town in a target language country or community
* using a wider range of adjectives, including comparative and superlative forms, and adjective endings reflecting gender and case (where relevant), for example, writing a speech describing the qualities of a role model
* using a range of interrogatives and questioning techniques to make formal and informal requests and obtain specific information, for example, when asking questions in class, or participating in role-plays or interviews
* using a range of more complex adverbs (e.g. manner, negation, reduplication or modal adverbs, where relevant) in a variety of sentences, for example, participating in sentence-unjumbling games to revise the word order when using adverbs; experimenting with word order to emphasise different information; or writing an email to a partner about what they do in their spare time using a range of adverbs, and then receiving feedback from their partner on the use of adverbs
* identifying and using the active and passive voices according to context, for example, listening to a range of sentences and standing up when a sentence is in the active voice and sitting down when a sentence is in the passive voice; or reading sentences in the active voice and rewriting them using the passive voice
* using prior knowledge of morphemes to predict the meaning and spelling of unfamiliar words, for example, working in small groups and sharing cards with unfamiliar words and discussing the possible meaning, or using mini whiteboards and writing unfamiliar words said by the teacher, working as a group to discuss the accuracy of their spelling
* understanding and using a variety of pronouns in different contexts, including interrogative, impersonal and personal pronouns, for example, conducting an interview with a peer about their free time, or writing a profile for a family member
* recognising how words can be formed from root words and understanding how prefixes and suffixes change the meaning of words, for example, by underlining prefixes and suffixes in a vocabulary list, discussing with a partner how they alter meaning, and then creating mnemonics that aid the memorisation of those prefixes and suffixes
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| reflect on and evaluate texts in the target language, using metalanguage to discuss language structures and featuresVC2LNR10UL03 | * recognising the significance and cultural importance of features of different types of texts in the target language and English, such as forms of address or language associated with rituals or celebrations, and understanding how these vary according to the context, occasion and intended audience
* analysing differences in register and style when using language in different contexts, and how grammatical choices, words and images combine in texts to achieve different purposes and effects, and then applying their understanding to the creation of their own texts
* comparing sentence structures in the target language and English or other languages they know, and analysing how different structures and language features are used to convey meaning
* developing metalanguage to compare the structure and linguistic features of different text types, developing understanding of the relationship between context, purpose and audience, and identifying culturally specific elements
* identifying how grammatical choices, words and images combine in a text to achieve intentions and effects, for example, the positioning of the reader using personal pronouns, imperative verb forms, negative indicators, and emotive language and images
* noticing and explaining differences in text structure, grammar and cultural nuances between formal and informal registers in the target language and English (e.g. a business letter vs. an informal email)
* analysing persuasive texts such as advertisements, slogans or speeches, recognising the use of rhetorical devices and emotive language to engage the intended audience, for example, reading a text and highlighting the rhetorical devices and emotive language in different colours
* using metalanguage to interpret, explain and use textual conventions of the target language, for example, discussing in English how contractions, abbreviations and acronyms in text messages are used in the target language and how these forms reflect people’s changing lifestyles
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##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
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| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicatingVC2LNR10UL04 | * reflecting on their own and each other’s use of the target language, English and/or other languages, identifying influences from other languages and cultures, such as terms used in everyday language because of the influence of social media, popular culture and technology
* analysing teacher-curated examples of traditional and contemporary images or texts in print and online, and comparing how representations of identity and gender in the language have changed over time
* listening to and/or reading examples of an Acknowledgement of Country in the target language, and then creating their own version that names the local Country for an audience who speak the target language
* recognising that social values (e.g. politeness) can be expressed differently in different cultures, and understanding features of target language etiquette, for example, watching short video clips, writing notes, and then discussing their observations of social values and etiquette as a class
* identifying and comparing the function and power of cultural representations (e.g. flags, symbols, myths, stories, legends, historical events) on identity formation and their contribution to a sense of national pride, for example, viewing images of significant events in history and discussing how these contributed to a sense of national pride
* researching and classifying terms associated with customs, traditions and practices that have cultural or historical significance and whose meanings are difficult to convey in other languages, and then comparing these with customs, traditions and practices of significance for students in the classroom
* discussing possible reasons for changes in the use of the target language (e.g. globalisation, exposure to other languages, changing contexts of use, the development of digital technology, or moving away from traditional culture and conservatism) and discussing how the target language uses or adapts words from other languages, and considering the advantages and disadvantages of blending languages
* analysing their own cultural and linguistic biographies through talking to relatives to explore family heritage, migration and history, and reflecting on how this can contribute to understanding their culture, identity and family traditions (e.g. festivals, superstitions or spiritual beliefs)
* analysing and discussing the interconnected nature of the linguistic and cultural diversity of countries or communities where the target language is spoken, and how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples
* discussing how sociocultural norms related to gender may be embedded in grammatical structures (where relevant), and identifying possible strategies to increase inclusivity, for example, reflecting on how pronouns are used in the target language or exploring the use of gendered vs. non-gendered terms for occupations
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