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

Victorian Curriculum F–10 Version 2.0

Authorised and published by the Victorian Curriculum and Assessment Authority
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# Introduction

## Rationale

The Victorian Curriculum and Assessment Authority has developed a curriculum for languages that use the Roman alphabet. This curriculum will allow Victorian schools to offer programs in Roman alphabet languages for which there is no specific curriculum available. Please note, it is not possible to give examples that will illustrate every 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 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 also 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 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 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 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 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 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 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 languageEngaging 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 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 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 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 promotes an appreciation of diverse attitudes, beliefs and values.

The Roman Alphabet Languages curriculum caters for learners with different linguistic experiences. 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 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 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 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 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 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 reading a variety of texts and progressing to creating their own 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 language through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that the sounds of the language are represented by letters, which may have tone or accent marks, 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 spoken language. They expand their repertoire of words and phrases in the target language through listening, viewing and reading, and then progress to creating simple sentences and responses using modelled language.

Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of the target language using simple metalanguage. They start to develop written competence by copying letters, including those that may have tone or accent marks, to form words, and then produce the language with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the 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 languagesVC2LR2E01 | * sharing the word for ‘hello’ in different languages known to them, looking at the word for ‘hello’ in other written languages, and making observations about similarities and differences between languages
* noticing when the target language or English is being used in the classroom, for example, ‘sandwiching’ a word by saying it in the language, then in English, and then again in the language
* exploring the different languages spoken by members of the class, and listening to the different sounds and ways of saying basic expressions such as ‘Good morning’ or ‘My name is …’, then using modelled language to introduce themselves
* noticing information about classroom objects or in classroom posters in the target language, including alphabet, colour and number charts, and using this information to play with the language, for example, naming classroom objects around the room or naming the colour of the objects
* reproducing the sounds and rhythms of the target language by repeating after and imitating the teacher, through choral repetition or chants
* learning and using simple greetings and classroom phrases in the target language and noticing how these are similar to or different from other languages
* using spontaneous exclamations or interactions in the target language, and the gestures that accompany them
* experimenting with sounds that are unique to the language*,* imitating the shape of the teacher’s mouth and the sounds the teacher produces
* recognising that the target language uses the Roman alphabet, like English, but that, unlike English, some letters may use tone or accent marks to indicate a change in the sound of letters, and then racing each other to point to the letters with a tone or an accent mark
* performing songs, rhymes and action stories, using non-verbal forms of expression such as gestures, facial expressions and body language to support understanding
 |
| develop oral language skills through exploring and listening to the sounds and patterns of the languageVC2LR2E02 | * practising question-and-answer responses by using call-and-response chants and songs to develop the use of formulaic phrases
* engaging with new sets of vocabulary by making concrete associations with them, for example, touching and identifying colours in the classroom; touching and identifying soft-toy animals and naming them; identifying cognates, loan words or similar word forms when listening to the teacher
* listening for and identifying keywords in stories, rhymes or songs, for example, performing an action when they hear a particular animal in a story
* exploring intonation patterns and understanding the difference between statements, questions and exclamations by repeating after their teacher or engaging in a short speaking task in which they repeat the same sentence with different intonation each time they change partners
* using colours or numbers, basic question forms, and affirmative and negative responses when playing simple games in the target language, such as go fish
* listening to and singing along with well-known songs and lullabies in the target language, as well as songs from Aboriginal and Torres Strait Islander cultures, such as ‘Inanay’, recognising that all cultures have children’s songs
* integrating target language words and expressions spontaneously into their play in the classroom, as well as at recess or other occasions, for example, the words for ‘hello’, ‘my turn’, ‘your turn’, ‘stop’, ‘go’
* noticing hand gestures, pronunciation, intonation patterns and facial expressions that accompany some expressions of the target language, and practising using these during short speaking activities in the classroom, for example, saying ‘hello’ while shaking hands with or bowing to other students in the class; saying ‘I don’t like …’ and making an unhappy face
* imitating and playing with aspects of the target language in different contexts and situations and incorporating appropriate gestures, facial expressions and body language, for example, using correct language and body language when greeting an adult
* singing songs in the target language such as the alphabet song, counting songs or songs focusing on specific sounds or repetition
 |
| recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases VC2LR2E03 | * greeting the teacher and their peers, responding to greetings, and introducing themselves using formulaic language
* responding to routine questions using the language, such as ‘Yes, I’m here’, ‘Ben isn’t here’, ‘I am good’, ‘It’s my turn’, ‘I am finished’
* using simple greetings relevant to the time of day, the context or their relationship to different people
* participating in daily routines at the start of each class using the target language, such as greetings, roll call, singing nursery rhymes and songs that may include actions, movement or dance
* viewing familiar and unfamiliar images, identifying known objects and elements in them and learning how to say these in the target language, for example, viewing an image of a cultural celebration and naming different colours, objects or foods in the target language and other languages represented in the classroom
* using target language songs or rhymes for everyday routines (e.g. roll call, opening and closing lessons)
* responding to classroom instructions or directions through actions, gestures or verbal responses
* locating or moving objects in the classroom according to directions given, for example, pointing to objects in the classroom as the teacher calls out the words
* responding to games or songs in the language with actions (e.g. the game Simon says, the song ‘Head, shoulders, knees and toes’)
* using phrases in the language for everyday interactions such as thanking and apologising, or for special occasions such as birthdays and other celebrations
 |

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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| explore connections between language and culture through play and/or imaginationVC2LR2E04  | * playing games that are traditional or culturally relevant to the target language or are similar to Australian games, using gestures, facial expressions and body language
* playing and engaging with culturally relevant items, such as coins, toys, postcards and authentic items
* exchanging ideas, feelings and understandings of language and culture through play-based experiences such as dress-ups, using puppets, and pretend cafes and shops
* noticing that different kinds of language (including spoken and body language) are used in different situations with different people, for example, observing exchanges between children, between a child and a parent, a child and a teacher, or two adult colleagues in video clips, and modelling these interactions in pairs
* recognising that music, dance, food, celebrations and games are connected to culture, and sharing words and phrases that are used in celebrations and games, both in the target language and in other known languages
* presenting information about their backgrounds and interests in show-and-tell
* exploring similarities and differences in onomatopoeia in languages represented in the classroom, for example, showing a toy animal and sharing the noise it makes; singing animal songs like ‘Old MacDonald had a farm’
 |

#### 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 worldVC2LR2C01 | * interviewing members of the class, introducing themselves and responding to everyday personal questions, for example, asking and responding to questions about favourite foods or animals, or about pets; playing a round of ‘Find someone who …’
* naming family members and friends and noticing titles when addressing or greeting someone, noticing differences between formal and informal forms
* responding to classroom instructions and participating in routines such as roll call, handing out materials, or lining up at the beginning of class
* interpreting and sharing simple expressions and songs with friends and family, and using appropriate greetings for different people, times or occasions
* using puppets or printouts from popular shows or cartoons to role-play greetings and exchange information
* using formulaic expressions to, for example, ask questions related to their needs, ask for permission, make simple requests and express thanks, or ask and respond to questions on topics such as home, school or pets, using supporting intonation and gestures
* viewing children’s television programs, and participating by singing, chanting, mimicking and acting out favourite moments
* creating individual bilingual picture dictionaries, or labels for objects used in the classroom and at home
* using descriptive or expressive statements in the target language to describe themselves and to express likes, preferences or feelings, for example, creating a flipbook and drawing or pasting in images to support their sentences
* recognising suffixes, titles, diminutives or terms of endearment that may be used to indicate respect, formality or familiarity with names of people, pets or family members
 |
| participate in a range of guided language activities using formulaic expressions, and visual and spoken cuesVC2LR2C02 | * playing number games such as buzz and bingo, and guessing games such as hot and cold, celebrity heads
* engaging in show-and-tell, introducing themselves, their family, friends or belongings in the target language
* generating phrases using props such as images of faces with different expressions, for example, all students receive an emoji face attached to an icy-pole stick and use the language to say how they feel
* practising vocabulary, for example, practising high-frequency nouns, verbs, adjectives or other words using flashcards with images and/or written words, and using gestures to accompany the words where appropriate
* playing simple memory games to practise vocabulary, for example, playing cards to match words or phrases with images
* giving information about their hobbies or expressing likes or dislikes by listening to statements from the teacher and then moving to the correct part of the classroom to share their answer, for example, moving to the windows to indicate that they like chocolate, and then repeating simple sentence patterns such as ‘subject + verb + object’ and interchanging the words
* using a scaffold to interchange sentence content, and using accompanying images to make concrete connections
* using a template to create a longer text, for example, playing a guessing game to guess the name of an animal by asking for clues
* participating in shared readings of familiar stories in the target language, noticing words and phrases that occur frequently
* recognising and using common prepositions in simple sentence structures, for example, using mini-whiteboards to draw prepositional sentences spoken by the teacher, such as ‘The cat is on the bed.’
 |

##### 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 phrasesVC2LR2C03 | * participating in shared reading (e.g. with big books) and asking and answering questions about the text using contextual cues for support
* viewing an image and identifying the main idea or event within the image (e.g. the birthday, the zoo, the house), using the target language to talk about their understanding with a partner, and then sharing with the class
* identifying words in a variety of texts by matching images with words, for example, reading texts with pictograms to facilitate understanding of difficult or previously unseen words
* recognising and assigning titles, words and labels to classroom items and resources or personal possessions, and using these terms in the classroom
* highlighting keywords and points in a variety of texts, such as stories, and adding them to a word wall in their classroom
* listening to imaginative texts such as stories, rhymes and songs, and responding through play-acting or movement, using gestures, mime and actions to demonstrate understanding
* recognising that the target language is a phonetic language and is written as it sounds, and differentiating between vowel sounds and consonant sounds through imitation, repetition and experimentation, for example, practising tongue twisters or creating nonsense words using these sounds
* reading a story or watching a video, pausing to reiterate known words and/or make observations, and miming, drawing, pointing, clicking or dragging to show their understanding of key points
* listening to texts and responding by sequencing pictures and/or simple text in the order that events occurred, or by creating a storyboard to retell a story or information
 |
| 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 otherVC2LR2C04 | * listening to pronunciation of the alphabet modelled by the teacher or audio scripts and participating in activities such as spelling words aloud, games using letter patterns or dictation games (e.g. dictation races)
* practising number concepts using charts and counters, for example, playing counting games to reinforce the pronunciation; listening to the teacher say a number and making groups with the correct number of students; playing simple maths games
* grouping vocabulary (e.g. classroom objects, animals) into sets by using word cards and/or images, and playing games to practise numbers or other vocabulary sets
* using and manipulating classroom aids such as coloured shapes to demonstrate understanding of number, adjectives and word order, for example, holding up the correct number of items as the teacher calls out the object and number; playing twister to revise the colours
* exploring and comparing familiar onomatopoeia for animal sounds in the language and in English, and then making the relevant noise when their teacher says the name of the animal; listening to recordings of animals and saying their names in the language
* playing physical or digital board games (e.g. 4 in a row, concentration, snakes and ladders, bingo, fruit salad) that have been modified to help students learn vocabulary or practise question-and-answer exchanges
* playing hide-and-seek with toys or classroom objects to practise target words and formulaic phrases, such as counting to 10, ‘I’m ready’, ‘I found …’
* performing role-plays in the language, such as buying fruits and vegetables, or acting as a character from a story that is familiar to the class
* participating in a treasure hunt, finding objects related to colour, number or classroom items
* recognising that languages use words borrowed from other languages and that many borrowed words are present in the target language, for example, racing against a partner to find words on a piece of paper as the teacher calls them out
 |

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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create spoken and written texts, copying letters, including those that may have tone or accent marks, as appropriate, and using words, familiar phrases and modelled languageVC2LR2C05 | * tracing and forming letters, including some that may have tone or accent marks, then copying or writing simple words or phrases
* demonstrating early literacy skills by labelling, matching, tracing, copying and drawing, for example, labelling classroom items and personal possessions; drawing a picture to match animal words; tracing colour words with the corresponding colour
* recognising and using vocabulary relating to time, such as days of the week and months of the year, for example, playing ‘What’s the time, Mr Wolf?’ or reading a calendar and saying what day they do different activities
* expressing an experience through a puppet play or performance, using modelled language
* expressing information about themselves using modelled language, for example, recording role-plays of greetings or other everyday interactions
* demonstrating understanding of words, phrases and formulaic language, including verbs and adjectives used to describe people, places and things, for example, creating a mini-autobiography or a family album using simple text and photographs, pictures or drawings
* creating a print or digital glossary of new words and phrases with accompanying drawings, pictures or photos, for example, creating a collage or booklet of fruits and labelling them
* creating, performing and/or retelling poems, rhymes, songs or simple stories that include repeated phrases and rhythms to emphasise key points
* completing fill-the-gap activities by filling in the gaps of a conversation with words, familiar phrases and modelled language
* using simple questions to interview another member of the class and then creating a student profile or a class survey (e.g. what fruits they like/dislike or their birthday month), then creating a display wall with pictures and captions
 |

#### 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 producedVC2LR2U01 | * tracing letters of the alphabet and imitating the consonant and vowel sounds
* reciting the alphabet and/or singing alphabet rhymes or songs, and noticing that the alphabets of the target language and English are both based on the Roman alphabet, but that the letters have different names in the target language and can represent different sounds
* connecting letters and using vowel marks to form words using alphabet cards, then using these words in familiar phrases and modelled language to create short spoken, written and multimodal texts
* building phonemic awareness by recognising and experimenting with sounds and rhythms, focusing on letters that are similar in the English alphabet but produce different sounds in the target language, for example, imitating the teacher as they say sounds and words; playing sound or word bingo
* noticing that the language may be a tonal language that uses tone markers, and that pitch changes affect the meaning of words, by comparing different tones and pitches and then discussing how this may change the meaning
* recognising that tone or accent marks can change the pronunciation of letters in words, for example, playing snap with letter cards
* building phonemic awareness by experimenting with sounds, focusing on those that are initially difficult and listening closely to distinguish between different sounds
* recognising sounds that are specific to the language, developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases
* clapping the rhythm of syllables to notice word stress
* listening to and imitating the teacher or audio recordings of spoken language to practise pronunciation and intonation
 |
| identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrasesVC2LR2U02 | * recognising basic sound combinations in the language and how these may differ from English and/or other languages by repeating sounds and words after the teacher, singing songs or repeating short sentences and discussing similarities and differences between sound combinations
* recognising the differences between how phonograms are pronounced in English and the target language, and making a list of 'tricky letters' with pronunciation hints
* recognising the sounds of more complex combinations, for example, playing bingo using sound combinations or words containing different sound combinations
* using common adjectives (e.g. colour, size) in various contexts, such as playing colour snap in small groups, or describing classroom items or animals using formulaic language, for example, ‘The pen is blue.’; ‘The cat is friendly.’
* playing games to identify sound combinations and create simple words, for example, combining letter cards or blocks to make words
* using high-frequency verbs in a variety of contexts, for example, playing verb ‘Simon says’; repeating formulaic phrases after the teacher; responding to simple questions, such as ‘What is your name?’, ‘Where do you live?’
* underlining rhyming words or letters in short texts or poems
* joining words or phrases using simple conjunctions, for example, completing worksheets or unjumbling sentences with each clause and conjunction on separate cards
* understanding question words and anticipating responses, for example, working in groups of 3, rotating roles as one person asks questions, one person responds to the questions and a third person listens and observes or takes notes
* describing a person, place or thing using words and phrases, for example, playing ‘Guess Who?’ using formulaic phrases
 |
| recognise and explore how the Roman alphabet, including letters that may have tone or accent marks, and features of language are used to construct meaning in the target languageVC2LR2U03 | * observing that the written target language uses the same letters as written English and noticing that some letters have different sounds
* becoming familiar with the target language alphabet, noticing similarities to and differences from English, by singing the alphabet and discussing similarities and differences in the sounds
* noticing tone or accent marks (if relevant) and the changes they mark in meaning, sound, tone or intonation, for example, imitating the sounds of letters or words with tone or accent marks; watching the shape of the teacher’s mouth to help improve pronunciation; looking at the written letters or words as they make the sounds
* recognising and using lower-case and upper-case letters, for example, playing letter-matching games, memory or snap
* identifying connections between letters and sounds, for example, matching the letters of the alphabet with cards that show words that begin with each letter
* using consonants and consonant clusters, vowels and vowel clusters to form and spell words, for example, listening to a word and arranging the letters into the correct order; unjumbling simple familiar words to match a picture prompt
* noticing similarities and differences between letters and words in the target language and English by tracing letters and simple words in both languages, forming letters or words with clay or painting letters onto paper
 |
| 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 languagesVC2LR2U04 | * recognising loan words from English and/or other languages, for example, in pairs, racing to point to the image related to the loan word the teacher calls out; discussing similarities they have identified between languages
* noticing that the target language and English use punctuation conventions such as full stops, capital letters, commas and question marks
* identifying common present-tense verbs that may be similar to English and/or other languages, and demonstrating their understanding by following simple classroom instructions, or using common verbs to create simple formulaic sentences, for example, ‘I am …’; ‘I live in …’; ‘I like …’
* noticing the affirmative and negative versions of verbs used to show agreement or disagreement
* exploring the similarities between simple sentences in English and the language, noticing patterns and structures such as ‘subject + verb + object’, using vocabulary cards to arrange words following the structure, reading similar sentences and noticing that adjectives are used to describe people, animals, objects or places, and brainstorming a rule for using adjectives in sentences
* noticing grammatical gender (if relevant), and recognising and using appropriate forms with nouns and adjectives
* identifying the similarities and differences between the use of cardinal and ordinal numbers in English and in the language and identifying how the number (singular or plural) may have an impact on other parts of the sentence, such as verbs
* noticing the use of simple personal pronouns (e.g. I, you, he/she/it) to identify people, objects or animals when listening to or reading simple texts, pointing to images that match the pronoun as it is heard, and then using pronouns to identify people when playing games to support learning
* noticing (if relevant) that basic particles are part of formulaic language, and recognising particles written in the target language when reading simple texts, recognising particles that may be written with tone or accent marks
* discussing a definition for adverbs, brainstorming a list of familiar adverbs and identifying whether a sentence includes an adverb by holding up a green card for yes and a red card for no
* noticing that tone or accent marks may be used in the language (if relevant), for example, reading short sentences and highlighting tone or accent marks, then reading the sentences aloud to check pronunciation
* noticing (if relevant) that definite and indefinite articles may be used with nouns by playing a word hunt, and identifying how they are different
* noticing (if relevant) the use of prefixes, suffixes or duplication to express plurality for common nouns by viewing images of people, animals or objects and listening to the pronunciation of the singular and plural forms of the nouns, and identifying the differences
* noticing frequently used conjunctions or cohesive devices (e.g. and, but, or) when listening to familiar songs, sayings and stories
 |

##### 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 this language are similar to or different from othersVC2LR2U05 | * recognising that ways of greeting and addressing others may change according to cultural norms, for example, using respectful forms of address and culturally appropriate gestures, by watching videos of people greeting each other in different languages and cultures
* creating a ‘language portrait’ of themselves through the use of a whole-body silhouette, where students represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline
* understanding that learning a language involves ways of using language that may be unfamiliar, and some ways of behaving and thinking that may be unfamiliar (e.g. the importance of food/meals in some families and regional traditions, different ways of expressing or describing feelings or relationships, the more formal relationship between teacher and student)
* exploring the meaning of culture and how it can involve visible elements such as ways of dressing, eating and dancing, for example, reading children’s books about the target language and culture; watching children’s television programs or excerpts from movies and discussing what they hear and see
* engaging with celebrations within known communities and noticing similarities to and differences from celebrations in broader contexts
* interacting with a guest speaker from the local language community to discover that the language is used and valued in many different places
* considering the role of silence during spoken interactions in the language, and whether it indicates, for example, that the speakers are thinking about information, or if it signals uncertainty or discomfort
* noticing their own use of words, expressions or behaviours that make them who they are, including words from different languages, and ways of celebrating or speaking that may not be familiar to other people, for example, using words to show respect and recognising words and phrases used for greetings, apologies and appreciations, and discussing how and when they are used
 |
| identify where the target language is used around the world and recognise that there are many different languages spoken in communities throughout Australia VC2LR2U06 | * noticing that there are many languages and cultures in the world and that many of these languages are spoken in Australia and may be represented in their classroom
* locating, on a digital or print world map, Australia and countries or places of significance to students in the class
* researching symbols and colours used by Aboriginal and Torres Strait Islander Peoples and by target language-speaking communities in a range of contexts, for example, using the language to identify the colours on a range of flags from different countries and communities, and discussing what the colours represent
* recognising that languages and communities have different norms regarding the use of terms of respect, for example, there are ways of addressing Aboriginal and Torres Strait Islander people using familial terms (e.g. ‘Uncle’ or ‘Aunty’) depending on the relationship, and comparing these terms with those in the target language and/or other languages
* showing examples of how gestures and body language are similar or different in the target language, English and/or other languages, for example, sharing what gestures and body language are used in their family or community and viewing videos of how gestures and body language are used in the culture of the target language
* sharing their own backgrounds and the language(s) spoken at home by creating a chart that lists frequently used phrases or their favourite traditional or festive foods
* viewing and discussing simple timelines about a target language-speaking community and their experience in Australia, for example, dates of immigration, milestones, important festivals and how they impacted Australian society (e.g. sports, food, music, dance, festivals)
 |

## Levels 3 and 4

### Band description

In Levels 3 and 4, learning of the target 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 target language-speaking communities 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, such as the use of the Roman alphabet and (if relevant) tone and accent marks in the language.

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.

Students imitate the sound combinations and rhythms of the spoken language. Students recognise how tone or accent marks (if relevant) may affect pronunciation and meaning. 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 expressionsVC2LR4C01 | * sharing information about themselves, such as details of their daily routines, family, friends and things they like to do during class activities
* asking and responding to questions about themselves and others, for example, interviewing a partner and then introducing them to the class
* practising responses to everyday questions, for example, selecting random questions written on icy-pole sticks or generated by an app, and replying to them using a variety of formulaic responses.
* asking and answering questions that involve concepts such as time, place or number, including days of the week, months and seasons, for example, as part of the classroom routine
* expressing and responding to good wishes associated with key events, festivals or celebrations in their community, for example, singing ‘Happy birthday’; wishing someone good luck during role-plays using modelled language
* exchanging simple correspondence with peers such as invitations, notes, birthday cards, religious celebrations and national days
* following directions while moving in the classroom or in the playground
* comparing preferences during classroom discussions or a class survey, such as favourite breakfast foods, sports, leisure activities
* exchanging positive and encouraging comments on their own and others’ learning, and seeking advice and help from others
 |
| participate in activities that involve expressing interests and exchanging information with others, using a range of familiar phrases and modelled structures VC2LR4C02 | * participating in class routines such as roll call, saying the day and date, and describing the weather and the day’s schedule
* developing and displaying a set of class rules in the language, with images to aid understanding
* participating in a group game, taking turns and using appropriate expressions, such as ‘It’s my turn’, ‘Whose turn is it?’, ‘It’s your turn’, ‘Roll the dice’
* exchanging opinions when negotiating roles and responsibilities for a class activity or performance
* working collaboratively and sharing decisions about content and vocabulary when completing group tasks, such as designing a poster for a specific event, creating a picture book or word wall
* preparing, rehearsing and presenting a target language-themed item at school assembly or participating in group recitals of poems on special occasions such as Mother’s Day, national days and cultural celebrations
* exchanging information or interests with others when participating in group activities such as role-plays, organising a class birthday party, or designing a treasure hunt
* praising each other when working collaboratively on tasks that require following instructions, such as cooking or other step-based activities such as crafts or drawing tasks, for example, ‘That is great!’, ‘Well done!’, ‘I like …’
* designing a class survey in groups, agreeing on the questions to ask and then presenting the findings in spoken or written form using a range of familiar phrases and modelled structures
* working collaboratively, using digital applications to make games to practise vocabulary, phrases or expressions in the language and then running these revision activities with the class
 |

##### 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 textsVC2LR4C03 | * recognising vocabulary, key phrases and sentences when listening to or viewing simple texts such as sports programs or announcements
* obtaining information from each other and their teacher about likes, dislikes and interests, and presenting findings in formats such as individual or group profiles, charts or graphs
* viewing images and responding to prompts in the language, for example, completing a ‘see, think, wonder’ thinking routine about different cultural celebrations
* collating information from texts such as magazines, brochures or maps about aspects of the country/countries and regions where the language is spoken or communities in Australia where the language is spoken
* participating in shared and guided reading of texts such as cartoons, poems, fairytales and fables, and responding to questions about characters, ideas and events
* learning that Aboriginal and Torres Strait Islander languages change according to connections and relationships between people, and giving examples of how this occurs in the target language
* collecting information from texts such as advertisements about school and community events or canteen and restaurant menus and presenting information in the target language on the school noticeboard
* responding to words of songs (e.g. traditional songs and folk music) through movement and dance, for example, using wooden spoons to mark rhythm or creating and narrating their own versions of the dance
* acting out elements of classic texts narrated by the teacher using facial expressions, gestures and actions to mirror emotions and emphasise meaning
* recognising that there are different types of pronouns including singular, plural or possessive, and locating them in simple texts by playing pronoun-hunt games
 |
| develop strategies to comprehend and produce the target language, adjusting language to convey meaning and/or intercultural understanding in familiar contextsVC2LR4C04 | * predicting the meaning of unknown words and expressions by using context in texts such as greeting cards, invitations or public signs, and participating in ‘think, pair, share’ activities to reflect on their predictions
* identifying cognates or similar word forms in texts and sharing these with peers or displaying them on a word wall to expand vocabulary knowledge
* matching words to describe friends, family members or relatives in the language and English, noticing words that have no English equivalents
* matching target language and English words and phrases used in everyday conversations, and sorting the matched pairs into groups based on equivalence or non-equivalence, or playing snap or memory with the matching pairs
* reading, listening to and/or viewing multimodal resources and using new vocabulary to create word banks or teacher-moderated online vocabulary revision games, and then using these words or phrases to create posters compiling common expressions, sayings and idioms that convey aspects of culture, and presenting this information to the class
* learning to use a dictionary to find and understand unknown words in texts, and working in pairs or small groups to participate in dictionary races, aiming to be the first team to locate words announced by the teacher
* translating and comparing familiar expressions, using dictionaries, and identifying those that do not have a literal translation
* devising simple activities that involve alternating or combining repeated words or phrases in the language and English, for example, designing call-and-response activities to learn to adjust language to suit cultural contexts
* collecting and classifying words, phrases and expressions that also exist in English, identifying any differences in meaning or usage, and finding ways to express meaning in the target language for Australian English terms and expressions (e.g. bushwalking, Good on you!) to newly arrived migrants
* comparing information about activities and practices across cultures, for example, reading, viewing or listening to texts in the target language related to aspects of school life such as timetables, canteen menus, extracurricular activities and sports, and creating a Venn diagram comparing similarities and differences, or completing a ‘know, wonder, learn’ chart
 |

##### 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 phrases and sentences, and modelled textual conventionsVC2LR4C05 | * using words, phrases and expressions to give praise, gratitude and encouragement when playing classroom games
* creating personal profiles using simple words and expressions selected from word banks and modelled statements, highlighting key characteristics and features and then presenting information to other students in the school or to their families
* presenting information about themselves, their friends, family or school, for example, writing a script in the language for a role-play about aspects of their daily routine and presenting to the class; creating a PowerPoint presentation about their hobbies, a children’s book about going to school or a multimodal display about family life for students at a sister school
* explaining a favourite video game, sport or playground game, highlighting key terms and supporting information with pictures, gestures or demonstrations
* creating simple descriptions in the language and matching them to an Aboriginal or Torres Strait Islander Country or Place in their local area or elsewhere in Australia
* creating texts about topics they have been learning in other curriculum areas, for example, creating a class book or digital display about their local environment; creating bilingual signs, posters, notices and labels about exercising in print and digital forms to be displayed in the classroom and around the school
* creating texts such as flyers, posters or posts on the school website to advertise special events
* developing simple directions and clues in print, spoken or visual formats for activities such as a treasure hunt or mystery tour
* composing simple dialogues between imagined characters in challenging or amusing situations, using expressions and gestures that convey emotion or humour and that capture elements that are typical of the context or character
* creating texts to share with younger learners, such as big books, role-plays or comics; using a model such as a nursery rhyme to create and present a digital story or scripted play for younger learners
 |

#### 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 sentencesVC2LR4U01 | * making connections between the sounds of the target language and English sounds, for example, discussing the sounds in the target language and giving an example of a sound in English, and a word that uses that sound
* identifying and using onomatopoeic words in the language, then comparing common ones in English and/or other languages, for example, listening to or singing songs with animal sounds and discussing the similarities and differences; reading a simple comic and noticing the sounds used for noises
* creating an alphabet bank, collecting words that begin with each letter, including those that may use tone or accent marks
* understanding how changes in voice, tone or body language can change the meaning of words, for example, listening to sentences and identifying the meaning; viewing video clips without sound and predicting meaning and then listening and discussing meaning; practising reading words, formulaic phrases or modelled sentences while changing their tone and body language
* recognising intonation for statements, questions and commands, for example, calling out ‘statement’, ‘question’ or ‘instruction’ when the teacher reads out a sentence, and then repeating the sentence
* recognising and practising the most common vowel and consonant sounds, for example, repeating tongue twisters
* learning about vowel-sound combinations in the target language and (where relevant) applying the principle of vowel harmony to high-frequency words
* developing awareness of phonological rules in the target language, for example, the devoicing and doubling of final consonants, or vowel length
* learning the pronunciation and spelling of high-frequency words, for example, repeating words after the teacher or playing a giant spelling game, where each group receives a set of letter cards and collaborates to spell out the words the teacher says
* noticing how people adapt language when speaking with young children, and how young children speak differently from adults and older children, for example, watching video clips
 |
| recognise and use modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaningVC2LR4U02 | * recognising word patterns and building word clusters (e.g. number knowledge from 60 to 100, ordinal numbers) and playing games such as bingo
* understanding and applying spelling patterns, punctuation and spacing rules to express ideas in texts, for example, participating in an ‘I do, we do, you do’ sentence-writing activity
* recognising common verb conjugations by circling verbs in sentences and underlining the conjugations or explaining them to the class, and beginning to use the conjugated verbs, for example, playing verb-conjugation games or writing simple sentences describing themselves, their family, friends or pets, such as ‘He lives in Ballarat.’; ‘She plays football.’
* asking and responding to questions to seek information using common interrogative terms, for example, participating in a ‘Find someone who …’ activity
* recognising and using imperative forms to follow and give familiar commands, directions and instructions
* using a range of simple conjunctions or cohesive devices (e.g. and, but, or, first, finally) to link basic ideas and actions, and constructing simple and compound sentences
* understanding the rules for simple sentence construction and the use of possessive forms, including the use of prefixes or suffixes (where relevant), and completing individual, small-group or class sentence-unjumbling activities
* recognising the importance of word order and particles (if relevant) in sentences, and applying them according to context, or noticing word order when reading sentences containing adjectives, and then participating in sentence-unjumbling activities or rewriting simple sentences to include familiar adjectives
* using a range of verbs, adjectives and some adverbs (e.g. place, time) to describe and elaborate on simple statements about action, time, places and people, for example, completing a fill-the-gap activity; viewing a series of images and using modelled language to tell the story
* identifying exclamations in spoken texts, and exploring the range of emotions they express and the contexts in which they are used
* using prepositions to indicate direction or locations, then giving instructions to a partner to draw furniture on a bedroom template or to navigate the classroom, school or local environment on a map
* practising using honorifics or respectful terms, such as titles or forms of address, in written exchanges or role-plays
* recognising and expressing negation in simple sentence structures and colloquial expressions, and practising negative formation by transforming positive sentences into negative sentences
* recognising definite and indefinite articles in a sentence and (if relevant) noticing how they match the number or gender of the noun, and exploring how the articles change in different sentences
* understanding the use of cardinal numbers to express large numbers, for example, using flashcards to identify patterns and then practising using the numbers to state the year their family members were born or to calculate the price of items when running a pretend shop
 |
| recognise and compare familiar structures and features of the target language with those of English and/or other languages, using simple metalanguageVC2LR4U03 | * identifying English words and/or words from other languages that are also used in the target language and discussing why particular kinds of words are more likely to be adopted as loan words
* recognising that the target language and English and/or other languages have similar or different punctuation rules (e.g. capital letters, full stops, commas, question marks, exclamation marks) when reading sentences or short stories
* noticing that the language may use tone or accent marks to distinguish between the tone or sound of similar letter forms, and that these can assist with pronunciation
* comparing how people speak or refer to other people in the language and in English and/or other languages (e.g. older relatives, classmates, teachers), and noticing the similar and/or different ways these languages show politeness, for example, viewing a video clip and discussing their observations
* comparing familiar texts in the language, English and/or other languages and discussing their purpose and intended audience, and noticing features they have in common (e.g. the beginning of fairy tales, sign-offs in emails, paragraphing in reports), and analysing the vocabulary and grammatical structures used in different text types, such as rhymes or poems
* noticing and applying features of familiar types of texts (e.g. emails and blog posts, weather reports, postcards, recipes)
* recognising how different textual elements combine to make meaning (e.g. the images and fonts of a webpage; the layout, title and illustrations in a picture book; the highlighting of names, dates and times in an invitation), then creating visual displays to exhibit in the classroom that present text types taken from real examples such as magazines, websites, children’s books or newspapers in the target language
* recognising features of a simple spoken or written text in the language, for example, noting terms of address and ways of signing off a written message, such as an email, and comparing them with similar texts in English
* analysing which aspects of their own language use might seem ‘strange’ from another perspective, and why
* comparing parts of a sentence using metalanguage (e.g. noun, verb, adverb, adjective) to describe words, and noticing and discussing the word order and patterns
 |

##### 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 VC2LR4U04 | * recognising how language varies when used to greet, apologise to or show appreciation for friends, family, elders and less familiar people, for example, the use of first names only in greeting cards to friends compared to the use of honorifics or titles to older family members or authority figures
* noticing that languages carry cultural information, for example, identifying and discussing words or expressions in the language, English and/or other languages that only ‘work’ in that language
* 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 that students in the classroom have a connection to
* 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
* comparing their impressions of aspects of children’s lives in different target language-speaking regions as represented in video clips, television programs and stories, for example, ways of playing games; preparing and eating food; telling stories; interacting at school, home or in the community
* recognising variations in language use among different community or social groups, and identifying how they reflect cultural values, hierarchies or relationships, for example, ways of referring to people older than them
* recognising that in each culture there are general rules about what to say and do, when, where and with whom, and that these rules differ from culture to culture, by noticing how they themselves communicate with each other, their families and their teachers, understanding that language carries information about the people who use it, and that common expressions often reflect cultural values
* demonstrating gestures or behaviours that they feel ‘belong’ with the target language and are associated with a sense of identity, and comparing these with other gestures or behaviours that they identify with other cultures
* exploring the meaning of ‘culture’, and how it involves a range of elements unique to a person’s identity, such as dress, food, where they live, how they celebrate, and the language(s) they speak
* creating a ‘language portrait’ of themselves through the use of a whole-body silhouette, where students represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline
 |

## Levels 5 and 6

### Band description

In Levels 5 and 6, learning of the target 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 communities in person or online. 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. They recognise how the writing system of the target language affects pronunciation and meaning. They identify language structures and features, and use familiar metalanguage to reflect on their understanding.

Students 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 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 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: |
| --- | --- |
| initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment VC2LR6C01 | * exchanging information about significant people (e.g. family members, friends and teachers) such as their relationship to the student, physical appearance and characteristics, for example, interviewing or introducing people; describing a person from a photograph
* agreeing or politely disagreeing with each other’s opinions or negotiating changes when working together and discussing topics related to the school environment and their personal worlds
* sharing information about social activities, festivals, special community celebrations or school events, for example, creating posters; writing captions for images; writing a short speech using modelled sentence structures
* comparing interests, routines and social activities when participating in teacher-moderated online exchanges with sister schools in target language-speaking contexts, such as secure video blogs
* sustaining interactions with others by asking questions, using active listening skills (e.g. eye contact, body language, repeating back what they hear), and providing feedback such as advice or reminders to peers about their learning experiences, for example, participating in role-plays; interviewing someone; sharing opinions about topics during small-group discussions
* creating a simulated interview with someone they consider a role model, such as a sports figure, a musician, artist, teacher, family member or friend
* accompanying spoken texts with appropriate gestures, facial expressions, body language and formulaic expressions that are culturally relevant, for example, presenting information about their local area as a video blog for a simulated online platform; presenting information about the school environment as a virtual school tour
* exchanging print or digital greeting cards for significant occasions such as birthdays or to invite, congratulate or thank someone, or responding to an email from a new penfriend in a country or region where the target language is spoken, using suffixes, diminutives or terms of endearment (where relevant) to indicate affection and familiarity with names of pets or family members
* asking and answering questions about familiar topics (e.g. school, family, hobbies), using interrogatives or conjugating verbs depending on personal pronouns (if relevant), for example, creating a role-play script for an interview with another student
 |
| participate in activities that involve discussion and planning with others, using language that expresses information, preferences and ideasVC2LR6C02 | * exchanging information to organise a meeting with friends, discussing where and when the event will take place
* allocating roles, planning and creating displays or resources such as timelines, schedules or posters for class, school and community events
* making print or digital invitations and arrangements for a shared event or experience such as a class party, receiving visitors to the school or a film afternoon
* researching the currency used in a country where the target language is spoken and identifying the current exchange rate, noticing how much familiar items cost in each currency
* using imperative forms of verbs to give instructions or tell others about procedures, such as giving instructions during a game or class activity
* asking and responding to questions, and asking for repetitions or clarification using repair strategies, such as ‘Pardon?’, ‘I’m sorry, I didn’t understand’, ‘Could you please repeat that?’, ‘Could you say that again more slowly?’
* planning a real or imagined trip, using expressions related to place, time and numbers, agreeing on itinerary and a packing list
* planning a campaign, for example, to introduce healthy culturally varied food at the school’s multicultural event(s), to raise awareness about pollution or to promote harmony and positive relationships, and creating posters, pamphlets and flyers or making presentations to the class or parents and school community members
* creating and participating in role-plays related to everyday situations such as purchasing grocery items, requesting information about train or bus timetables, asking directions to a place in town, bargaining at a market, buying souvenirs or ordering food
* planning for a guest interview by a speaker of the language by developing a list of questions with peers, or preparing performance texts together to present to younger students at a community event or school assembly
 |

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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose VC2LR6C03 | * gathering and comparing information from different sources on topics such as family life, cultural trends, children’s social activities, community or schooling in Australian contexts and in countries or regions where the language is spoken, and sharing their learnings with the class
* collecting and presenting information from a range of print and digital resources about features of their local environment (e.g. water, bush care, ecosystem, wildlife) and sharing these in simulated blog or social media posts, brochures or posters
* consulting teacher-curated online catalogues and websites, comparing prices and values of different objects (e.g. food, clothing, travel), discussing intended purchases and budgeting for imagined shopping expeditions
* viewing an image of students eating lunch at a school in a country or region where the language is spoken and completing a ‘word, phrase, sentence’ thinking routine using information from the image, then discussing their notes with a partner
* listening to or viewing Aboriginal and Torres Strait Islander authors’ stories in English and responding to them using words, formulaic expressions and modelled sentences in the target language
* listening to, reading or viewing traditional folktales, contemporary stories and/or cartoons, and then responding by retelling or re-enacting the story in their own words, or by sequencing images or creating captions to summarise or retell the story in the target language
* describing their reactions to imaginative texts that evoke responses such as sadness, fear or excitement, and relating them to their own experiences by using stem statements, for example ‘That reminds me of a time when …’, ‘I remember when I …’, ‘I knew someone that …’, ‘We learned about this in …’
* conducting interviews with family members or friends, or watching documentaries or video clips to collect stories about migration to Australia, then identifying words and expressions that reflect important values and feelings associated with the stories and sharing their findings with the class
* viewing different types of texts (e.g. debates, documentaries, short animated films, news stories) and then using graphic organisers (e.g. sequence-of-events chains, mind maps) to process the content, main ideas and/or characters that were shown
* accessing information from websites, books or magazines about important celebrations and festivities in a country or community where the target language is spoken, extracting the main points, and providing a summary of the key messages of the texts
 |
| apply strategies to interpret and convey meaning and/or intercultural understanding in the target language in familiar non-verbal, spoken and written contextsVC2LR6C04 | * gathering information from a range of print and digital resources about social and cultural activities in their local community, then making a list of terms, expressions or behaviours, such as welcoming the guests by standing up, and waiting for those older than themselves to start eating
* identifying signage from their local area and interpreting and comparing it to signage in a country or region where the language is spoken, for example, comparing traffic and road signs or signs in public places, and then creating versions of Victorian school signs and notices in the target language
* presenting factual information related to cultural activities, for example, daily routines, celebrations, sporting events and concerts
* listening to and reading a range of text types (e.g. phone conversations, emails, invitations, articles), then discussing their characteristics and features such as style, language and structure
* identifying loan words and phrases used in the target language in domains such as food or music or in a selection of teacher-curated texts from social media, and discussing how the target language reflects contemporary and global influences
* learning to use bilingual print and digital dictionaries, identifying issues such as multiple meanings for words and that meaning is not always literal, and/or recognising how different word types (e.g. nouns, verbs, adjectives) are identified in the dictionary
* considering English words and expressions (e.g. music, guitar, fire, sport, earthquakes) used in other curriculum areas, and applying strategies to convey the meaning in the target language, for example, saying a sentence using the new word and then acting out the word for a partner to guess
* understanding how language is adapted to reflect levels of politeness and formality and to reflect relationships, age and intention, for example, watching video clips and identifying formal and informal language
* analysing movements, facial expressions, gestures and actions to interpret meaning in texts, identifying key messages and amusing moments, and practising using these strategies when conversing with a partner, participating in a role-play or presenting to the class
* collecting examples of proverbs in the language (e.g. proverbs used at home by background language learners, where relevant) and discussing how to explain their meaning to non-target language-speaking friends, then reflecting on times when their use of the target language, English and/or other languages has been misinterpreted and discussing possible reasons for this
 |

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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type VC2LR6C05 | * designing a menu for a meal, which may include footnotes in English to explain characteristics and ingredients of the dishes
* creating a class print or digital poster locating and describing, in the target language, a specific Aboriginal or Torres Strait Islander Country or Place
* researching and discussing the advantages of being able to communicate in more than one language, and creating an interactive presentation for younger children, friends or members of their extended families to showcase their bilingual/multilingual experience and how this has been beneficial
* beginning to use all forms of the present tense of regular verbs and of high-frequency irregular verbs, for example, when writing an email to a friend explaining what they do and don’t like to eat, or presenting a floor plan and description of their house to the class
* creating digital profiles of characters they enjoy in different stories, plays or poems, providing descriptions of physical appearance and character traits and examples of the ways they speak and behave
* creating and performing texts to entertain others, incorporating elements such as dance, mime, singing and narration, and referencing values and traditions associated with communities that speak the target language
* listening to, reading or viewing texts and compiling lists of informal language and expressions for everyday interactions with friends and family
* writing a postcard or simulated travel blog in the present tense to share with others, about an imaginary holiday to a different state in Australia or to another country, and including information about mode of transport, accommodation, length of stay, weather, leisure activities and cultural sites, or writing the script for a fashion show, using appropriate text type conventions and conjunctions, cohesive devices or comparatives to evaluate and express opinion
* giving, following and planning directions, for example, listening to instructions while ‘driving’ a toy car along the streets on a map, demonstrating understanding of a range of prepositions to indicate direction or location, and then creating a script of directions for a simulated interactive GPS experience
 |

#### Strand: Understanding Language and Culture

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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm in words, phrases and sentencesVC2LR6U01 | * recognising differences in the pronunciation of long and short vowels (if relevant), understanding that the length of a vowel can change meaning, and understanding that tone marks or other accent marks can change the sound of a letter, for example, looking at words or sentences and identifying long and/or short vowels and accent marks, and discussing how these can change sound and meaning
* reciting poems that exemplify a certain vowel pronunciation or phoneme and practising the word endings
* recognising how pitch, stress and rhythm help to convey meaning even if individual words are unfamiliar, by listening to different sentences and discussing their observations
* developing intonation and fluency of set phrases in a shadow-speaking activity, for example, listening and then speaking along to a recording, gradually reducing the sound of the recording until only their own voices can be heard
* understanding how to use emphasis to enhance meaning, for example, using high-pitch tone and primary stress at the ends of words, and practising this by saying or reading simple phrases or sentences to a partner, changing their tone and emphasis and discussing what they observed
* applying the principles of vowel harmony, sound assimilation of consonants and grammatical knowledge to the spelling and writing of unfamiliar words
* understanding the pronunciation of loan words, including vowels and consonant clusters, and identifying common morphemes (where relevant), for example, repeating or reading a range of loan words in the target language, practising the correct pronunciation as a class, with a partner or by recording themselves, and listening to their pronunciation when played back
* recognising the effect of non-verbal language and tone in reinforcing meaning in spoken language, for example, listening to video clips without watching them and writing down what they think the meaning is, then watching the video clip (including sound) and identifying how their interpretation has changed and why
* recognising how variations in language use reflect different feelings, moods or attitudes, for example, watching a video and discussing the variations in language and how they contributed to feelings, moods or attitudes
* adapting modelled examples of tongue twisters to experiment with a range of letter combinations and sounds
 |
| recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text typeVC2LR6U02 | * beginning to use all forms of the present tense of regular verbs and of high-frequency irregular verbs, for example, writing an email to a friend explaining what they do and don’t like to eat; presenting a floor plan and description of their house to the class
* recognising the conjugation of auxiliary verbs (if relevant), for example, reading sentences with different pronouns and completing a ‘think, pair, share’ activity, identifying the rule for conjugating each verb
* recognising and using nominal conjugations through adjective- and noun-making prefixes or suffixes (if relevant), for example, reading and identifying the relevant features in a text, annotating the text, then using the examples to write sentences of their own
* using a range of nouns, including more unusual plural forms, as well as more complex adjectives and possessive forms, and applying the rule of major vowel harmony when adding nominative case endings to different nouns (if relevant)
* reinforcing grammatical rules for gender agreement (if relevant) or agreement between verbs and subject, by playing games such as matching nouns and subject pronouns or pairing the subject with a conjugated verb
* recognising and using a range of adverbs (e.g. places, days of the week, seasons) when participating in word-order games, writing simple sentences or responding to questions using modelled grammatical structures
* using sentence-builder charts to support the development of longer sentences that include a range of clauses to sequence ideas or add further information, using a range of adverbs to elaborate or accentuate meaning
* recognising and using prefixes or suffixes (e.g. unfriendly) and varying forms of negation (e.g. no, not, none), for example, collecting a card with a sentence in the positive form and rewriting it in the negative, such as ‘I have (no) brothers and sisters.’
* identifying, explaining and applying the rules for creating comparative adjectives, for example, rewriting sentences using positive adjectives to include the comparative; viewing images and describing what they see using comparative adjectives; responding to questions about their likes and dislikes, such as ‘Maths is more interesting than sports’, ‘My sister is older than my brother’
* understanding that particles (if relevant) express relationships between elements within a sentence, and applying them in accordance with grammar rules, according to context, for example, completing a particle fill-the-gap activity
* recognising and using simple, compound and some complex sentences, and recognising different types of formal and informal, respectful or honorific forms of the language
* recognising definite and indefinite articles (if relevant), and noticing that they can be singular or plural, for example, listening to sentences read by the teacher and placing hands on heads for definite articles and hands on hips for indefinite articles
* understanding (if relevant) the use of prefixes and suffixes and duplication to express plurality in nouns
* understanding the use of prepositions in sentences to indicate time, place, location or direction by describing objects or events, for example, describing what they do at different times of the day or describing the location of an object in the room
* understanding patterns for forming and using ordinal numbers (if relevant), for example, when deciding the turn order in a card game or reordering objects according to the teacher’s instructions
 |
| compare structures and features of the target language with those of English and/or other languages, using familiar metalanguageVC2LR6U03 | * recognising words in the target language that may be similar to English and/or other languages, and identifying false friends (where relevant) and how they can lead to difficulty when learning the target language
* comparing language used in texts, for example, descriptive language in recounts or narratives; humorous language in comics and some poems; persuasive language in advertisements; instructional language in recipes and manuals; expository language in news reports
* analysing characteristic features of texts (e.g. the use of abbreviations and emojis in texting, rhetorical questions in advertisements, numerical terms in recipes and receipts, emotive and rhyming words in song lyrics, headings on websites, imagery in creative texts), and identifying how they help to convey meaning and engage the audience
* discussing how poems or song lyrics in the language create moods and tap into particular emotions by using techniques such as repetition, rhyme and direct forms of address, and compare with techniques used in poems and song lyrics in English and/or other languages
* talking about grammatical structures and how they are used, using metalanguage, for example, identifying word classifications (e.g. noun, verb, adjective, personal pronoun) and grammatical structures (e.g. word order, tense) when reading and annotating texts such as emails
* using metalanguage to discuss the features of familiar text types, for example, a shopping list includes items and some numbers; a role-play at a market involves interaction and negotiation; an email or text message to a friend involves interaction and an exchange of information
* providing feedback during peer assessment, using metalanguage, for example, editing each other’s written or spoken texts and work samples, making recommendations related to the language use and justifying their reasons
* learning basic metaphors, similes and common idiomatic expressions and proverbs, and comparing these with figures of speech in English and/or other languages
* comparing verb conjugations in the target language and English and/or other known languages and identifying patterns in conjugation
* understanding that some loan words in the target language originate from Aboriginal languages from different areas around Australia, for example, ‘koala’ comes from the Dharug word gula, meaning ‘no water’, and ‘dingo’ comes from the Dharug word din-gu, then comparing these words to English and/or other languages and discussing their historical context
 |

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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal, non-verbal and written communicationVC2LR6U04 | * observing how language use reflects respect and social distance, such as making requests with different levels of formality or showing respect for authority figures
* identifying adjustments they make when moving between the language and English and/or other languages at school and at home (where relevant), such as using different forms of address, gestures or expressions to show respect or affection
* reflecting on how interacting in the language feels different from interacting in English and identifying elements that feel culturally specific
* discussing traditional methods that speakers of the language use to preserve language and culture, comparing these with examples of dances, songs, artworks, artefacts or 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
* understanding that people interpret and respond to intercultural experiences in different ways depending on their own cultural perspectives, recognising the validity of different perspectives and questioning notions of ‘right’ or ‘wrong’ ideas or behaviours
* considering how many regular interactions reflect cultural practices and values associated with family life, food and social relationships, for example, greetings; table manners at mealtimes
* exploring the meaning of ‘culture’, how it involves visible elements such as ways of dressing, eating and dancing, and less-visible elements such as ways of thinking and valuing
* exploring teacher-curated examples of traditional and contemporary images or texts in print and online, and discussing how identity and gender are represented in the language
* exploring the idea of generalisations associated with languages and identities, discussing how groups of people tend to think about themselves and others, and how stereotypes affect attitudes and communication and can be inaccurate
 |

## Levels 7 and 8

### Band description

In Levels 7 and 8, learning of the target 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 online, 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 structures and features of the target language, English and/or other languages.

Students recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students initiate and maintain target language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use the target language to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts appropriate to context, purpose and audience.

Students apply the conventions of 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 othersVC2LR8C01 | * using fillers, asking for clarification, requesting more details or asking how to spell or say a word, phrase or expression in the language to sustain interaction, for example, practising using these phrases as part of a class bingo sheet, where they can cross off an item if they use it during the lesson
* comparing aspects of their personal worlds (e.g. home, school, social lives), including their use of different languages and their involvement in different cultural practices when engaging in exchanges with others
* initiating written exchanges, for example, writing to a student in a target language-speaking community, requesting information and responding appropriately
* sharing feelings and opinions about issues of shared interest, such as parental expectations, peer pressure or standing up for themselves and others, identifying points of consensus or non-consensus, for example, giving advice based on simulated scenarios
* asking and responding to questions to seek information or clarification, for example, asking about interests and hobbies or favourite foods when corresponding with peers such as students at a sister school
* acknowledging others’ ideas and opinions and indicating agreement or disagreement in non-judgemental ways, using spontaneous language where relevant and identifying cues
* becoming aware of the variety of ways in which people can be addressed, including the use of non-gendered expressions
* engaging in face-to-face or secure, teacher-moderated online discussions about shared interests from different contexts and perspectives, for example, fashion; healthy eating; music; dance; sports; online language learning tools; experiences such as being part of different friendships and interest groups
* viewing photographs or other images and brainstorming useful descriptive and expressive language to talk about familiar and unfamiliar topics, for example, using descriptive and expressive language to describe, explain or justify a position or opinion, express empathy or indicate agreement
* using the appropriate register when exchanging greetings, and using a wider range of expressions in spoken and written interactions
 |
| use language to negotiate and problem-solve collaboratively to plan projects and eventsVC2LR8C02 | * gathering data from class surveys, social media profiles, authentic materials and charts and recording their findings in Venn diagrams or mind maps, then reorganising the information for use in new texts, for example, synthesising information for a report or presentation or to plan an event
* organising class events (e.g. a lunch or a performance), using the language to discuss plans and create invitations
* planning an advertising campaign to improve outcomes for young people, for example, choosing appropriate vocabulary and grammatical structures to persuade the audience to read more, exercise regularly, take up a hobby, improve their technology literacy or continue learning and speaking their mother tongue or home language(s)
* making a video or multimodal presentation to exchange information about the area in which they live and places of significance to them
* participating in a collaborative project, for example, contributing to a school newsletter or a secure, teacher-moderated blog; making posters to promote awareness and understanding of an important issue for the school community
* participating in simulated transactions and negotiations, such as to purchase clothing, souvenirs or transport tickets
* planning interviews with people in the community who speak the target language on various topics such as migration, life experiences in Australia, career choices and family history, and then preparing a presentation using apps or other digital tools
* creating resources collaboratively to help others, for example, compiling helpful hints for new students, a guide for those travelling for the first time, or a step-by-step instruction sheet for teaching a new skill
* making arrangements (e.g. lists, phone calls, letters, text messages) to cater for events such as celebrations or outings, and estimating quantities and numbers
* issuing, accepting and declining invitations, adjusting their language to suit formal and informal contexts
 |

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

| Content descriptionsStudents learn to*:* | ElaborationsThis may involve students: |
| --- | --- |
| interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audienceVC2LR8C03 | * listening to or reading about issues that concern young people in target language-speaking communities, and expressing opinions and feelings
* listening to, reading and viewing informative texts such as documentaries or feature articles, and noting keywords, specialised terms or points of information to reuse in their own newsflash or article
* listening to, reading or viewing Aboriginal and Torres Strait Islander authors’ stories in English and responding to them in the target language, in spoken or written form
* 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
* using the internet to research young people’s lifestyles across cultures and contexts, or using secure digital tools to engage with target language-speaking students around the world, collecting and comparing information to identify the influence of factors such as geography, climate, and social and community environments
* gathering information about well-known people in fields such as sports, entertainment, pop culture, the arts or history who speak the target language, to create a profile to present to their peers
* viewing or listening to texts such as songs, comics, cartoons, films and video clips and making inferences or responding to questions about characters, events and ideas, or giving their opinions
* creating a survey to collect information from members of their class or other speakers of the language about topical issues (e.g. the environment, responsible social media use, a 4-day school week) and presenting information to the class
* listening to popular song lyrics or viewing current television programs and comparing representations, values and social commentary with those conveyed in traditional short stories and novels
* creating a shared database of information produced in different media that reflects lifestyles over different times and contexts, classifying material in domains such as fashion, family, leisure, sports, work or culture
 |
| apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contextsVC2LR8C04 | * recognising the importance of body language in communication and that there are culturally specific meanings associated with body language, and then discussing what they have learned about body language when speaking the target language
* brainstorming useful strategies to use when listening to audio texts, such as listening for keywords or using a guided note-taking sheet to identify different types of language in authentic texts (e.g. podcasts, radio, television programs and advertisements) and then producing a written or verbal response, such as responding to short-answer questions, writing an informative post for a simulated blog or recording a video blog about text types for other target language learners
* identifying language associated with cultural categories such as family life, clothing or superstitions when analysing short texts in the target language, noticing when expressions require an explanation
* applying reading strategies when reading texts, for example, identifying keywords in a sentence to interpret meaning or to look up in a dictionary to help establish meaning quickly
* analysing short excerpts of folktales, stories, songs or plays and collating examples of culturally relevant elements that cannot be translated easily into English, for example, the opening phrases of fairy tales or the closing of stories
* noticing variations in language use according to context and relationship, for example, identifying differences in exchanges in English and in the target language, such as formal language, colloquialisms, slang or idioms typically used by young people, such as ‘Apologies for any inconvenience caused’, ‘Not at all’, ‘No worries’
* reading or listening to short texts and comparing their own understanding with their classmates, then discussing reasons for variations and discrepancies
* reading, recognising and annotating features of language used in different texts that reflect the intended purpose and audience, such as statistics used in informative writing, rhetorical questions used in persuasive writing, opinions and feelings used in personal writing
* considering why some topics of conversation may be approached differently in the target language and in English, and adjusting language appropriately, for example, watching a film excerpt and reflecting on the similarities and differences between the use of language, body language, facial expressions, volume, tone and/or eye contact
* interpreting language samples that show how people vary their language use and word choice based on their relationships with others, different situations, social status and cultural backgrounds, and recording examples in their books, for example, language used by teachers to students; language used by students to students; politicians’ speeches to the electorate
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##### Sub-strand: Creating text in the language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and contextVC2LR8C05 | * presenting information gathered from different media sources to raise awareness or invite action on a social or community issue such as language learning in Australia, a healthy lifestyle or environmental pollution, using a combination of print, sound, images and hyperlinks
* reporting on good news items such as successful fundraising activities or academic or sporting achievements, via posts on the school website or segments on local radio
* combining modes of presentation such as displays, video clips or music to present an overview of community cultural themes, for example, family life; hospitality; relationships
* 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 Country and Place names, or a history of their town
* creating subtitles, captions or commentaries for texts such as video clips, displays or slide-show presentations that introduce the school community to significant aspects of cultural and national celebrations
* collaborating with peers to create imagined scenarios between contemporary versions of characters or events encountered in traditional literature or songs
* selecting an imaginative text that they enjoy, such as a poem or song, and adapting it to a different text type, writing style or genre such as a rap, an advertisement or a children’s story
* creating texts to share with younger learners, such as big books or comics, incorporating humorous and expressive language
* using appropriate digital tools to create and present an informative oral or written history of a significant older person in their family or community who speaks the language
* experimenting with alliteration, repetition and wordplay by creating their own tongue twisters, poems, raps or songs on selected topics
 |

#### Strand: Understanding Language and Culture

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

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| apply conventions of the spoken target language to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contextsVC2LR8U01 | * listening to audio or multimodal texts and identifying where the speakers place stress in complex sentences, then replicating the intonation patterns in their own spoken texts
* understanding the pronunciation of long and short vowels with and without the tone or accent marks (if relevant), and how the length of the vowel and/or accent can change the meaning of words
* listening to a tongue twister, proverb or song and understanding any sound assimilation in the spoken language that does not exist in the written form
* practising pronunciation of vowels and consonant clusters in loan words, for example, taking turns with a partner to draw cards with a loan word written on them, then saying the word as their partner listens and provides feedback, before swapping roles and repeating the process
* identifying homophones in the language and learning how different homophones affect meaning in sentences, for example, reading sentence cards with homophones on them and discussing the differences in meaning
* experimenting with rhythm and tempo in the recitation of poems, developing understanding of the function of stress and applying it to unfamiliar words and phrases in more complex sentences and texts
* identifying and explaining the different levels of formality in both spoken and written language, and then creating a list of the type of language used in a person’s interactions with different people at various times and places during their day (e.g. when they are at home with family, at school or buying something at the shops), then creating a table of different word forms to show changes in the keywords, using vocabulary based on familiar topics
* applying phonemic knowledge and grammatical knowledge to spelling and writing unfamiliar words, for example, using letter combinations and words involving 2 or more distinct vowel sounds, practising identifying the sounds when playing bingo, and then moving to saying the sounds, words and sentences containing the letter combinations
* practising syllable emphasis on words that are spelled the same but pronounced differently in English and in the target language, for example, listening to the word, recording themselves saying the word with the appropriate emphasis, and then listening to it played back and reflecting on any further improvements they could make
 |
| apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text typeVC2LR8U02 | * extending their knowledge of negative constructions by collecting question cards, and then moving around the room and asking other students a question that they must answer using a negative construction
* recognising the differences between tenses, for example, reading sentences or short texts, highlighting all of the verbs, brainstorming which tense each verb is in (e.g. present, past or future) with a partner and checking understanding during a class discussion, or identifying verb prefixes or suffixes and explaining their function
* recognising and using adjective endings appropriate to number or gender (if relevant), for example, explaining the rules for adjective endings to a partner; completing fill-the-gap activities; including adjective endings appropriately when responding to texts, such as expressing an opinion about a video clip
* using active and passive verb forms in simple sentences, for example, organising sentence cards into active and passive columns; rephrasing passive sentences into the active voice; reading a simple text in the active voice and rewriting it in the passive voice
* creating texts that include a range of formal and informal language suited to different audiences, for example, writing the script for a role-play between an older person and a young person, emphasising the differences in language choices for each character in the script
* identifying commonly used false friends (where relevant) and creating an infographic to explain the origins of the words
* creating a range of texts for a specified context, purpose and audience, using more complex conjunctions or cohesive devices to sequence ideas and actions, to improve cohesion, and to compare and contrast, for example, writing a blog post for the school community informing them about the importance of recycling
* using imperative verb forms to give instructions or directions to others, or using negative forms of the imperative to explain rules, and responding using a range of interrogative word forms, for example, writing instructions for how to make a cake, or advice about how to balance school and hobbies
* creating longer sentences by adding further information, using a range of adverbs of time or place (e.g. this morning, on the weekend, in the city, at school), or creating compound or complex sentences that use clauses to sequence information and ideas, for example, writing sentences by building on sentence starters or using word-order mnemonics
* conjugating verbs in different tenses to form new words and phrases, and applying understanding of word order for simple and compound sentences, for example, participating in group spelling races in which they aim to be the first group to correctly spell a word in a different tense using mini-whiteboards or letter cards
* using known vocabulary and relevant verb forms to express possibility, obligation and ability, for example, writing an email to a friend talking about what they want to do but are not able to because they are obliged to do something else
* using different types of formal and informal honorific terms or respectful forms of the language
* using a range of pronouns, such as possessive pronouns to indicate ownership or relative pronouns to differentiate, for example, playing a card game in which they turn over 2 cards, a pronoun card and an object card, then create a sentence using both
* using singular or plural articles in the language (if relevant), for example, telling the time or talking about days of the week
 |
| reflect on the structures and features of the target language, and compare them with English and/or other languages, using some metalanguageVC2LR8U03 | * explaining self-corrections and editing choices using metalanguage, for example, using a checklist to review their own draft and complete a self-assessment task, then redoing the task, incorporating their own feedback, and reflecting on how they improved
* developing language for monitoring, describing and reflecting on using the language in intercultural experiences, for example, completing a running dictation with sentence starters (e.g. ‘I see …’, ‘I wonder …’, ‘In the future I will …’, ‘I am not yet confident with …’) in the target language, then participating in ‘I do, we do, you do’ sentence-writing activities, focusing on intercultural experiences
* identifying grammar and vocabulary in the target language and using metalanguage to refer to different elements (e.g. noun, verb, adjective, adverb, present tense, past tense, pronoun), and comparing them with the vocabulary and grammar in English or other languages they know
* comparing the diversity of accents, dialects and vocabulary in target language-speaking communities with similar examples of diversity in other countries
* highlighting, annotating and discussing aspects of grammar in a text, and identifying and using strategies to avoid repeating sentence starters, for example, avoiding repetition by using pronouns to replace the name of a person in subsequent sentences
* recognising the format and stylistic conventions of different texts in the target language and English and/or other languages, such as ways of addressing the audience in formal and informal speeches or letters and emails, and ways of signing off
* identifying key features of familiar types of texts (e.g. print and digital public announcements, commercials, advertisements, itineraries) in the target language and comparing these to English to help understand unfamiliar content
* comparing examples of text types in the target language, English and/or other languages, such as horoscopes, menus, advertisements or weather forecasts, explaining the use of particular language features
* analysing how texts in the target language and English establish register, by identifying words and expressions that suggest degrees of formality, audience and context
* understanding relationships expressed by particles within a sentence (if relevant), and applying them in accordance with grammar rules, for example, playing a matching game in which they match the article to the correct word
 |

##### 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 valuesVC2LR8U04 | * sharing understandings of what culture is and of how it relates to language and to identity
* identifying how words, expressions and actions reflect relationships and social hierarchies in the target language, and considering how concepts such as respect and hierarchy are expressed in English, such as the use of titles
* reflecting on significant cultural experiences or events and their social and personal importance, for example, watching excerpts of films and reflecting on what they observed using a ‘know, wonder, learn’ chart or a Y-chart
* examining, in the target language or English, how Aboriginal and Torres Strait Islander Peoples’ languages have strong connections to Country or Place, and how these can be compared to language variation across target language-speaking countries and regions
* researching culturally important symbols and how they relate to identity and national pride, such as symbols from historical events or in myths and legends, and either discussing or recording these with notes about their meaning or importance
* explaining the multicultural similarities and differences in Australia and the target language-speaking world, for example, religious beliefs; genres of music; fashion; body art such as tattoos or piercings
* reflecting on how their cultural perspectives may have changed since learning the target language and discussing how this has influenced their sense of identity
* 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
* exploring the idea of having another identity when using the target language, English or another language, and discussing how they may communicate differently in the same situation in different languages or how gestures may be used in one language and not be used or have a different meaning in another
* discussing and reflecting on diversity and how generalisations and stereotypes can affect communication and sense of identity, for example, watching advertisements or film excerpts and discussing their observations
 |

## Levels 9 and 10

### Band description

In Levels 9 and 10, learning of the target 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 choice. They access an increasing range of authentic and purpose-developed resources, which may include textbooks, audio and video clips, feature articles, television programs, social media 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 others VC2LR10C01 | * using strategies to initiate and sustain interactions and conversations with others by seeking opinion and agreement, for example, asking open-ended questions; providing detailed responses to allow for follow-up questions; asking for opinions; using prompts such as ‘Please tell me more about …’ when having conversations in pairs or participating in role-plays
* exploring concepts related to their own and each other’s social worlds, such as equity, the environment or gender roles, or global issues such as diversity, explaining their views in terms of values and expectations and using descriptive and expressive language, for example, viewing images and completing a ‘word, phrase, sentence’ thinking routine, then expressing their opinions about what they have learned from the image
* comparing aspirations in relation to social, educational and professional futures, including consideration of the role that languages will play in these projections, for example, researching future careers and whether it would be possible to work in this profession in a country where the target language is spoken, then discussing their findings as a class
* using secure digital technology to communicate with young people in other contexts, discussing aspects of their social lives such as the importance of popular culture, friendship groups and interests
* building fluency in speech by responding to sets of questions on familiar topics over multiple occasions, each time either adding more content into their response or adding sentence starters and connecters
* interviewing their peers about their opinions on effective communication, focusing on issues such as their use of social media and their use of different languages in different contexts
* acknowledging elements of others’ arguments or challenging ideas in a respectful manner, for example, revising language used for negotiating or debating and using this in role-plays, discussions or debates
* asking peers questions that require the use of analytical or comparative language in response, for example, discussing a film, image, audio or written text and comparing information within or between texts or with their own experiences
* sustaining and extending exchanges by responding to questions that encourage reflection and require the use of language to reflect opinions (e.g. ‘I believe …’, ‘my opinion is …’, ‘I was surprised that …’) and evaluation (e.g. as a result of, due to, therefore, in contrast to)
* extending exchanges by giving encouragement, criticism or praise to peers in debates or discussions
 |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences VC2LR10C02 | * negotiating a particular course of action, for example, planning a day out with a homestay guest; creating an itinerary for a group of visitors; celebrating an important festival with the school community
* organising real or simulated forums to raise awareness of environmental, social or ethical issues
* obtaining information in order to debate issues of interest such as the environment, expectations of adolescents and the generation gap, or cultural practices such as marriage or rites of passage, using persuasive or evaluative language
* evaluating a ‘language and culture’ day or celebration, discussing what was successful and what needs to be changed or improved
* participating in discussions about issues that affect their lives at school, home or in the community, and comparing their experiences
* negotiating arrangements, compromises or alternative ways of achieving common outcomes, for example, negotiating plans for the holidays with friends or role-playing a discussion with their parents about the possibility of getting a part-time job
* discussing issues related to their own and each other’s experiences such as diversity, identity, health and wellbeing or technology, and sharing their views, values and expectations
* using persuasive language to encourage a change of opinion, for example, writing a persuasive article or creating a targeted advertisement
* viewing a news clip or part of an informative video and using what was introduced in the clip as a prompt for discussion, for example, summarising the main points and then providing and justifying their own opinions
 |

##### 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 audience VC2LR10C03 | * accessing a variety of texts about the daily experiences and activities of young speakers of the target language, and collating information to share in a post on a secure blog, such as ‘A day in the life of a high school student’
* researching a topic of personal interest (e.g. historical event, famous person, cultural tradition), and writing an informative text such as a report, a multimodal presentation or the script of a speech
* listening to, reading or viewing texts such as interviews, documentaries, speeches and images to obtain different perspectives, and using the information to demonstrate understanding, for example, responding to short-answer questions
* obtaining information from a range of viewed texts (e.g. photographs, maps, illustrations, weather reports), using a ‘see, think, wonder’ thinking routine to identify and extract information, summarising the main points and presenting the key information in their own words
* examining graphs, a table of statistics or images and using the information gained from the texts to respond orally or in written form, for example, writing a formal letter to a member of parliament requesting change based on evidence from the texts
* 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 a personal profile for them, to present to the class
* investigating the life of a famous person or interviewing an older speaker of the language to identify key influences (people and events) on their identity, and then writing a letter to or writing the script for and carrying out a simulated interview with this person
* summarising and presenting information related to topics or themes studied in other curriculum areas using different modes of presentation, for example, using charts, diagrams, recorded spoken commentary or a demonstration to explain issues or concepts such as ecosystems or recycling
* distinguishing between fact and opinion in a selection of teacher-curated texts such as newspaper articles, media reports or secure blogs, using critical analytical skills and textual knowledge to recognise elements such as bias and perspective, and then highlighting or annotating examples and collating a report on their findings
* reading extracts from traditional forms of literature, and identifying and discussing the features (e.g. meter, use of repetition, identification of the composer in a refrain), and comparing them with the characteristic features of more contemporary literature, such as poems or novels
 |
| apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsVC2LR10C04 | * listening to and viewing short informative texts (e.g. documentary excerpts, news reports, graphs), and responding in written or oral form, for example, creating a speech to inform people about school stress or the dangers of climate change
* comparing advertisements for the same product in different languages or comparing community notices (e.g. in doctors’ waiting rooms, sports centres or schools), discussing why particular language or images have been selected and identifying similarities and differences that reflect cultural context and communication styles, distinguishing between culture-specific and universal representations and interests
* evaluating the effectiveness and accuracy of subtitles used in films, video clips or documentaries in the language or in English, finding examples of meaning ‘lost in translation’
* comparing their translations of short literary texts such as folktales, riddles or folk songs, and discussing the adjustments needed to retain meaning from the target language to English
* reading an instruction manual or recipe and using plain language to rephrase the instructions for a partner to follow
* comparing how concepts such as sadness, joy or regret are conveyed in music, art, plays and poetry across languages and cultures, for example, comparing the lyrics of popular songs in the target language and English and/or other languages
* analysing texts in the language that include examples of idioms and proverbs containing cultural elements and references, or analysing humorous texts, identifying techniques used to engage the audience and discussing how their meaning can be conveyed in English
* discussing the nature of translation with reference to strategies such as decoding literal meaning (word-for-word), reading for meaning (sense-for-sense) and cultural reading (reading between the lines)
* identifying or responding to key messages and values in traditional texts and considering their relevance in the contemporary world
* using idiomatic language and proverbs in written and spoken texts, taking into account context, purpose and audience
 |

##### 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 audiencesVC2LR10C05 | * creating a multimodal self-profile that captures elements of the experience of learning a language or living across languages, communities and cultural traditions
* presenting information in different text types (e.g. email, article, blog post, script of a speech) for different audiences (e.g. potential consumers, voters), identifying and using relevant textual conventions to create specific types of texts, using appropriate styles of writing (e.g. imaginative, informative, persuasive, personal, evaluative)
* writing a journal entry or a contribution for a school newsletter in the 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
* designing texts such as video clips, memes or magazine articles to draw attention to an issue of concern to their peer group, and discussing the selection of the most effective language, images and cultural references
* creating video clips or simulated social media posts designed to persuade, dissuade, inform or inspire the audience about a specific idea or issue, for example, inspiring people to take up a new hobby or to take action on an environmental issue
* composing expressive texts, such as persuasive speeches, selecting emotive or powerful language to engage and persuade the target audience
* creating imaginative texts such as short stories or poems that incorporate elements of either contemporary or traditional literature, using a variety of appropriate literary devices such as imagery, metaphors and similes to create engagement and convey meaning
* viewing artwork from a local Aboriginal or Torres Strait Islander artist, and then writing a script for a speech introducing the artist to present to a group of people who speak the target language
* creating spoken, written and multimodal texts such as digital profiles, timelines or journals to describe influential people, events or experiences that have helped shape their sense of identity
* 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
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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 contextsVC2LR10U01 | * recognising the role of stress and rhythm in creating emphasis, for example, listening to a video with recurring patterns, chorus, rhymes and onomatopoeia and highlighting the examples on a transcript
* noticing how tone can convey emotion, especially in colloquial language, for example, listening to a series of informal conversations and inferring how the speakers are feeling throughout the dialogue, making reference to specific words or phrases from the text to justify their inference
* recognising that there may be more than one spelling or pronunciation for loan words and discussing why this can occur
* knowing when to pause in complex sentences with embedded clauses to create fluency and aid in comprehension, for example, reading a transcript and annotating where the speaker should pause in a sentence, then reading the transcript aloud
* understanding and using elision in informal interactions, for example, reading the transcript of an informal conversation where elisions have been included and rewriting the text without elisions; listening to a conversation and noting the elisions they heard
* experimenting with different registers, vocal and stylistic effects to create specific emphases in different types of spoken and written texts, such as speeches, songs or letters to the editor
* knowing when to pause and what tone to use for required effects such as emphasis or persuasion, for example, reading short passages aloud and pausing or changing the tone in different sections, then discussing how the meaning of the passage changes
* recognising the fluid nature of spoken language and identifying and applying features such as repetition, pauses, interruptions, contractions, inverted syntax and the use of non-verbal language and vocal effects
* using challenging word combinations in spoken tongue twisters
* experimenting with intonation and stress, improving coherence and increasing expressive range by reading aloud from unfamiliar texts such as newspapers, novels or reports
 |
| 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 typeVC2LR10U02 | * noticing how grammatical choices indicate meaning, determine perspective and establish relationships, for example, watching video clips showing family members or friends interacting, and brainstorming the grammatical choices that provide information about the relationship between the speakers
* applying knowledge of text types, conventions and grammatical features, including articles, quantifiers and particles (if relevant), to produce a range of text types appropriate to context, using appropriate language and register for the context of the writing, for example, writing an informal email to a friend or an informative article for a community newspaper
* noticing patterns when using superlative adjectives, and using superlative adjectives to give opinions about different issues, for example, writing an evaluative article about a film, environmental preservation program or new device
* learning about the rules for nominalisation (if relevant) to form complex words in a range of sentence structures, for example, working in groups to complete a ‘nominalisation detective’ activity to find verbs or adjectives within sentences that can be converted into their nominalised form
* analysing and explaining the use of a variety of verbs (e.g. reflexive verbs), or verb moods or verb forms (e.g. imperative, reciprocal, causative, conditional) and relevant suffixes to classmates during a peer-teaching activity, and then writing a text, for example, writing a blog post describing their daily routine or an email about what they would do if they won a million dollars
* identifying how adverbs (e.g. time, manner, place, frequency, quantity), adverbial phrases (e.g. very quickly, on the weekend, opposite the supermarket), or determiners (e.g. a, the, this, that, my, yours, many, none) are used for describing people, places, objects and experiences
* analysing how some adverbs derived from verbs can modify time and manner of action, for example, viewing an image and describing what they see, think or wonder using adverbs to provide additional information, or reading texts containing a range of complex and compound sentences with different tenses and annotating the adverbs, adverbial phrases and determiners
* indicating register using colloquial and formal language when completing role-plays, writing emails or presenting to an audience
* reflecting on language structures and features required for persuading, encouraging or advising others, for example, participating in a role-play to convince a friend to attend a music festival or sporting event, using modal verbs and persuasive language
* maintaining interactions using rhetorical devices (e.g. rhetorical questions, anecdotes), verbal fillers, back channelling or repair strategies, such as ‘Pardon?’, ‘Could you please repeat that?’, ‘Did you mean …?’, ‘Could you please say that again more slowly?’
* understanding that false friends in a language (where relevant) can cause misunderstandings or confusion, and identifying examples in a range of texts, explaining the cause of the misunderstanding using their understanding of English and/or other languages
* understanding and applying the use of prepositional phrases to compare, contrast or approximate concepts and ideas, for example, discussing the positives and negatives of having mobile phones in the classroom
* using a wide range of pronouns when creating texts, for example, writing a journal entry describing their holiday, weekend or first week of school and using pronouns as appropriate, as a substitute for names or when referring to something already mentioned
* understanding how to form and use negation with a variety of word groups and tenses, for example, working in groups to change progressively more difficult words or phrases into their negative forms
 |
| reflect on and evaluate texts in the target language, using metalanguage to analyse language structures and featuresVC2LR10U03 | * using metalanguage in English or in the target language to identify the grammatical differences between the target language, English and/or other languages they know, such as word order, verb forms and tenses, agreement of adjectives and (if relevant) the use of tone or accent marks
* explaining their selection of vocabulary and grammatical and textual features in terms of their intended purpose and audience when composing texts such as emails, songs, slogans or public signs
* comparing linguistic structures and features in spoken and written texts such as television programs, advertisements, face-to-face conversations and emails
* noticing how different forms of media such as news articles, advertisements or a teacher-curated selection of social media posts use language to express opinions, create emphasis and engage the target audience
* identifying and analysing literary devices such as hyperbole and metaphor, and considering imagery, humour, music and techniques such as camera angles used in contemporary television programs, music videos, films and plays, and reflecting on the effect in the texts
* analysing the use of rhetorical devices in texts such as advertisements, editorials or political speeches, identifying culturally specific features and experimenting with similar devices in their own spoken and written communication
* analysing how spoken, written and digital texts convey cultural as well as factual information, for example, identifying priorities and perspectives in regional news headlines, local-community announcements, advertisements or notices in public spaces
 |

##### 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 communicating VC2LR10U04 | * discussing the impacts of learning different languages on one’s sense of identity and exploring how ways of thinking, communicating and behaving reflect identity, for example, noticing when they identify with more than one cultural identity, and how these shifts vary according to context and situation
* identifying how language, body language and gestures are used by speakers of the target language, and how they are similar to or different from those used by people from other language backgrounds
* 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 speakers of the target language
* tracking variations in language use among different community or social groups, identifying how they reflect cultural values, hierarchies or relationships and discussing these in pairs, groups or as a class
* exploring the concept of identity and how some speakers of the language who identify as non-binary may choose to use gender-neutral language where available, highlighting the dynamic nature of languages
* identifying changes to language and differences in interaction patterns, forms of expression and cultural representation that suggest shifts in cultural values and practices, such as the reflections of women’s rights, gender or changing attitudes towards people with a disability
* identifying terms associated with elements of the target language-speaking world’s culture and lifestyle, discussing how they exemplify values, traditions and changes over time, and how they might be understood by those who do not speak the language
* viewing a series of short videos that highlight how body language varies across cultures, such as when it is appropriate for a speaker to raise their voice or laugh loudly or the importance of smiling and nodding while listening to people, and then reflecting on and comparing this with their own body language when interacting with others
* reading a selection of teacher-curated texts from social media or popular culture, noticing how jargon or specific terms may be used to express membership and identity
* analysing and discussing the interconnected nature of the linguistic and cultural diversity of the target language-speaking world, and how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples
 |

# 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 Roman alphabet language, and this will be influenced by the students’ background and by their prior experiences of language learning. Students use the target language to describe their personal worlds and interact and collaborate with the teacher and their 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 Roman alphabet in the target language and in English, including the use of tone or accent marks (if relevant). 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 familiar language, modelled sentences, grammatical structures and some textual conventions to create texts appropriate to audience.

Students begin to use pronunciation, intonation and rhythm in the spoken language to develop fluency. Students recognise how tone or accent marks (if relevant) may affect pronunciation and meaning. They demonstrate understanding that the 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 worldsVC2LR8CM01 | * exchanging greetings relevant to the time of day, context or relationship, noticing differences between how they greet teachers or family members, for example, collecting role cards and greeting other students in the class based on their assigned roles
* becoming aware of the variety of ways in which people can be addressed, and using suffixes, titles, diminutives or terms of endearment to indicate formality, respect for or familiarity with others, including the use of non-gendered expressions, for example, reading or listening to short texts showing interactions and discussing their observations about formality or familiarity
* interviewing members of the class about themselves, their family, pets, likes and dislikes, hobbies and leisure activities, then creating a graph representing the information they collected and using the graph to make simple remarks about the class
* exchanging information about family and friends or describing and comparing aspects of their personal worlds such as home and family, teachers and school, interests, hobbies and friends, for example, completing a ‘Find someone who …’ activity
* discussing daily routine with classmates, sharing information about interests and favourite activities
* interacting with peers to express likes, dislikes and preferences, and to exchange and explain opinions, for example, participating in a class activity in which they move to different parts of the classroom to indicate the things they like or don’t like, then telling a partner ‘I like …’ or ‘I don’t like …, but I do like …’
* exchanging emails, cards, letters or text messages associated with significant events in the target language-speaking community, to invite, send good wishes, congratulate or thank someone in a culturally appropriate way
* exchanging information about aspects of their cultural background or about special events or special community celebrations, and comparing these with what they know about countries or communities where the target language is spoken
* recounting significant or special events and comparing these to similar events for young adult speakers of the target language, such as birthdays, holidays, celebrations or sporting events
 |
| develop language to interact in exchanges, routines and tasks related to their classroom and interestsVC2LR8CM02 | * asking each other questions, making suggestions or checking on progress, for example, sitting in 2 rows facing each other, then asking and responding to a series of questions with the person opposite them, before moving to the left and repeating the activity
* praising or encouraging each other in the target language, for example, encouraging other members of their team when playing a game
* using appropriate language to seek clarification, to apologise, to thank others, to attract attention or to ask for something to be repeated
* developing language appropriate to classroom routines and expectations such as giving and following instructions, for example, participating in games and activities to revise vocabulary
* following instructions to play a vocabulary game, complete work or get organised, for example, playing ‘Simon says’
* using language for comparison, to share an opinion or express reactions and reflection when discussing what they like and don’t like, for example, ‘I like broccoli, but Katja prefers carrots.’
* using language to interact with peers to comment on classroom activities, or participating in modelled role-plays, using phrases and expressions to state a problem and ask for advice
* considering and commenting on the contributions and views of others, and interacting with peers to share experiences of and opinions about the lives of young people, for example, watching a film and reflecting on what they found interesting
* exchanging information with others, for example, writing an email under teacher supervision to a student who speaks the target language in another country, sharing information about themselves and their interests and then responding appropriately to a reply email
* watching a film about the daily life of young people in the target language-speaking country and Australia, then completing a PMI chart and discussing observations and preferences
 |
| engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environmentVC2LR8CM03 | * participating in imagined scenarios such as being lost in an unfamiliar city, taking turns to ask and give directions
* exchanging details such as time, place, activity and participants when organising events, using texts such as phone conversations, emails and simulated text messages
* locating events in time and referring to the past and future when seeking information and assistance using interrogatives, for example, interviewing classmates about what they did on the weekend and their future weekend plans
* participating in group activities such as surveys or interviews that involve asking and responding to questions and collecting data about individual preferences, attitudes and lifestyles
* engaging in shared planning, creating and negotiating to design displays or resources (e.g. timelines, schedules, posters, appeals for a fundraiser) for an upcoming event such as a visit to the classroom by a target language-speaking guest
* making arrangements (e.g. lists, phone calls, letters, emails) to cater for events such as celebrations or outings, and estimating quantities, numbers and prices
* creating a visual organisation board, including pictures, symbols or icons to represent different elements of a topic, and then explaining their choices to peers and the teacher with spoken language or written descriptions, using connecting words to sequence and link ideas
* engaging in a real or simulated interaction at a market, commenting on the quality and negotiating the price of items to be purchased
* participating in a real or simulated excursion to a restaurant, discussing the menu, food and drink preferences and ordering in a culturally appropriate way
* planning and participating in activities that combine language and cultural elements such as an excursion to an exhibition, film festival, performance, restaurant or community event, or giving, accepting or declining invitations, including making excuses to avoid causing offence or embarrassment
 |

##### 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 audience VC2LR8CM04 | * listening for key facts in spoken texts, such as conversations, announcements, phone messages or television advertisements, and responding by identifying the speakers and the setting, answering true or false questions, or converting information into note form in order to communicate to others
* noticing how local names of streets, places and landmarks can have their origins in the languages of Aboriginal and Torres Strait Islander Peoples and 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 in a country or region where the target language is spoken that also denote physical characteristics
* compiling details of their family biographies through interviewing and recording family members, and presenting key elements in oral, visual or digital forms
* identifying specific information in a text and sharing the information in a different format for a different audience, for example, listening to a speech about a student’s daily routine and rewriting the information as an interview
* 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
* classifying data collected via class surveys or questionnaires on issues such as school subjects, music preferences or favourite foods, and presenting findings in table or graph form
* locating facts and statistics on famous places from written sources such as websites, documentaries, travel brochures and magazine articles, and completing worksheets, answering short-answer questions or participating in a ‘think, pair, share’ activity to demonstrate their understanding
* listening to, reading and viewing a range of texts (e.g. promotional brochures, signs, websites, cards) to obtain and compile information about places, lifestyles and practices and share this knowledge in an infographic, poster or blog post
* reading and viewing cartoons, comics and stories in the target language and adapting the text or captions for an Australian context, or accessing fictional and imaginative texts and representing the physical or character traits in digital profiles of the characters
* reading a series of short texts that describe daily activities of young people who speak the target language, and responding by using a range of adjectives, adverbs, prepositions and/or postpositions to describe actions, places and people
 |
| develop and apply strategies to interpret and respond to texts in the target language, and to convey meaning and intercultural understanding in the language in familiar contextsVC2LR8CM05 | * developing strategies to interpret gestures, body language and non-verbal cues, for example, viewing short video clips of social interactions without the sound and predicting the content, tone and register of the conversation, then rewatching the clip with audio and reflecting on their observations
* analysing public signs and notices, comparing understanding with other class members, and considering reasons for differences, then comparing these with similar signs and notices in their local community
* identifying and discussing words and expressions that reference cultural values or histories and that may be difficult to explain to people who do not speak the target language, for example, those that are related to cultural practices such as eating, special events or celebrations
* using dictionaries or online translation tools to find the meanings of words or expressions, participating in dictionary races to practise finding information in the dictionary quickly and accurately, or playing dictation games to develop listening and spelling skills
* identifying cognates or similar word forms in texts and sharing these with peers, or developing a personal dictionary to expand vocabulary knowledge
* using bilingual dictionaries and online translation tools to support an extended understanding of idioms, proverbs, sayings and set phrases, and evaluating the effectiveness of these tools for identifying alternative or multiple meanings of words, or the importance of context to meaning
* comparing a variety of texts that depict familiar social interactions, such as emails, phone conversations or the use of particular greetings on special occasions, and noticing similarities and differences between the target language and English
* using prior knowledge to access culture-specific vocabulary and images to interpret meaning, for example, viewing a newspaper article, reading the headlines to predict meaning, viewing the image(s) and then brainstorming possible content and identifying culturally specific elements, then reading the article and reflecting on their predictions
* examining examples of everyday interactions in different domains of language use, such as school, home or special-interest activities, and identifying culturally significant concepts reflected in expressions
* considering the role of silence during spoken interactions in the language, whether it is similar to or different from how silence is used in English and/or other languages, and whether silence indicates that the speakers are thinking about the information or if it signals uncertainty or discomfort
 |

##### 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 conventionsVC2LR8CM06 | * creating a video clip, digital presentation, blog post or print profile of a significant cultural or historic event or figure from the target language-speaking world
* writing an email to introduce themselves to a real or imagined host family, providing a range of information such as family connections, school life, likes and interests, and including appropriate textual conventions
* 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 Country or Place names, or a history of their town; reading a text and highlighting the text type features they can see, then 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
* creating multimedia presentations to share with their peers on aspects of their personal and social worlds, such as hobbies and leisure activities or school and school subjects, expressing preferences and opinions
* creating a video clip to introduce and present information about their home, household furniture and daily routine to peers and teachers at a sister school in a target language-speaking country or region, including where items are and when things are done
* creating texts using appropriate textual conventions, for example, creating a poster in the language to present classroom instructions and responsibilities
* designing a bilingual flyer for a class event or performance, considering how to convey information and ideas in each language
* creating texts to entertain others, such as photo stories, plays, cartoons, comic strips, animations or video clips with voice overs or subtitles
* creating a spoken or written narrative with each class member contributing to the text when it is their turn, for example, a story starting with ‘On that day, I was happy because …’
* reporting, orally and in writing, on events in their immediate environment or personal worlds, for example, a school or community event, a celebration, a favourite type of music, an excursion
 |

#### 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 contextsVC2LR8UL01 | * recognising different pitch, stress, intonation patterns and rhythms in statements, questions or exclamations, and understanding how these affect meaning, then practising using the correct pitch, stress, intonation patterns and rhythms by saying statements, questions or exclamations in the target language and asking their partner to say which was being used
* noticing that the language may be a tonal language that uses accent or tone markers, and that tone and pitch changes can affect the meaning of words
* recognising differences in the pronunciation of long and short vowels (if relevant) and understanding that the length of a vowel can change the meaning, and/or that tone marks or other accent marks can change the sound of a letter, for example, reading a transcript while listening to the recording and annotating long and short vowels, tone marks or accents, then practising reading the transcript aloud with the correct pronunciation
* understanding the pronunciation of long and short vowels with and without the tone or accent marks (if relevant), and how the length of the vowel and/or the accent mark can change the meaning of words
* applying principles of vowel harmony, sound assimilation of consonants and grammatical knowledge to spelling and writing unfamiliar words, for example, listening to words or sentences and using this knowledge to write down what is being said
* identifying loan words from English and/or other languages, practising pronunciation of vowels and consonant clusters, then participating in a group game of snap, with each student taking it in turns to say the loan word and the rest of the group racing to ‘snap’ the card with the correct word or corresponding image
* identifying commonly used false friends (where relevant), discussing the origins of the words and comparing them with similar words in other languages
* understanding and applying language used in social interactions (e.g. greetings, apologies, farewells, good wishes) and considering the context of social relationships, age or backgrounds of speakers, for example, participating in role-plays, interacting with teachers or speaking with students visiting from a sister school
* recognising the impact of non-verbal elements of language expression such as hand gestures to replace words or sounds and facial expressions to reinforce spoken language, for example, practising using culturally appropriate gestures in ‘think, pair, share’ activities, small-group conversations or during role-played conversations
* practising using formal or informal greetings appropriate to context and audience, for example, participating in a role-play and greeting members of the class using language appropriate to the role they have adopted (e.g. teacher, classmate, older neighbour, shop owner, cousin)
 |
| apply understanding of the Roman alphabet, tone or accent marks (if relevant) and grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type VC2LR8UL02 | * understanding that the language uses the Roman alphabet and that it may include tone or accent marks on some of the letters to modify pronunciation or meaning, for example, reading a text and noticing the letters that are the same, similar and/or completely different
* understanding and responding to instructions by learning the structure of simple statements and that words follow a certain order for imperatives and questions, such as ‘subject + verb’, for example, responding to the request to read aloud with ‘I will read.’
* using singular and plural forms of pronouns and possessive pronouns, for example, viewing an image of a classroom, with each student imagining they are one of the students in the image, then describing who each of the items belongs to, for example, ‘That is my backpack.’; ‘That is your pencil case.’; ‘That is their table.’
* unjumbling sentences and using modelled phrases to reconstruct the sentences, or creating simple texts such as statements or questions in the positive or the negative, demonstrating how word order can change the meaning of a phrase
* identifying and using possessive adjectives, for example, reading a modelled text and identifying and annotating changes in possessive adjectives (or similar) due to gender and number, and then explaining why these changes occurred
* using a range of common interrogatives (e.g. who, what) to ask questions about and describe an image with a partner, for example, ‘Who is eating an apple? The child is eating an apple.’
* recognising and using a range of common compounds, prefixes, suffixes and reduplication (if relevant), to create new words or add emphasis, for example, using word cards to create a compound-word display in the classroom
* recognising and using appropriate endings and sentence structures for subject–verb agreement in simple and compound sentences, for example, completing fill-the-gap activities to add the correct form of the verb to the sentence
* applying verb tenses, using affirmation and negation and suffixes (where appropriate) to form simple and compound sentences, for example, completing fill-the-gap activities to rewrite sentences in different tenses; writing texts using different tenses
* recognising and using appropriate word endings and applying rules for word order and sentence structure to demonstrate grammatical agreement (if relevant) in simple and compound sentences, for example, creating a range of texts for a specified context, purpose and audience and using conjunctions or cohesive devices to sequence ideas and actions, to improve cohesion, and to compare and contrast
* using demonstratives in the target language, for example, to describe the location of a ‘hidden object’ in a scavenger hunt
* creating compound sentences that add further information, using a range of clauses to sequence information and ideas, for example, using compound sentences when creating a narrative based on a storyboard; creating an informative presentation for the class
* using singular or plural articles (if relevant) in the language, for example, telling the time or talking about days of the week
* using prepositions to give directions and information about place, for example, giving instructions to a partner to draw furniture on a bedroom template or to navigate the classroom, school or local environment on a map
* recognising the patterns of use for cardinal numbers (if relevant) to indicate date and time, for example, describing what they do at a specific time or identifying important dates on a calendar
 |
| compare the structures and features of the target language with English and/or other languages, using some metalanguageVC2LR8UL03 | * discussing key aspects of grammar using metalanguage in English or in the target language, and highlighting and annotating these in texts
* annotating texts with coloured highlighters to identify grammatical elements such as adjectives, nouns or verbs
* modifying passages of written text by identifying the name of a person and replacing the name with a pronoun in subsequent sentences to avoid repetition
* using metalanguage to talk about texts, for example, referring to textual elements such as structure, mood or register; identifying features of text types such as advertisements, recipes, articles, reports or emails
* comparing features of different text types encountered in and out of school, considering differences in structure, layout, language features and register, for example, the use of imperatives and instructional language in recipes and directions
* identifying characteristic elements of texts associated with national, religious or cultural events (e.g. festivals, weddings), such as the use of formulaic and respectful language at those events, and making comparisons with typical elements or features of equivalent texts in English or other known languages
* identifying differences between spoken and written forms of familiar text types such as invitations, apologies or greetings, noticing variations in grammar, structure and cohesion
* identifying examples of loan words in the language that have come from English and/or other languages, and noticing common cognates, groups of words or expressions in particular categories or areas of interest, such as food, technology, music, sport
* understanding relationships expressed by particles within a sentence (if relevant), and applying them in accordance with grammar rules, for example, playing a matching game in which they match the article to the correct corresponding word
 |

##### 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 valuesVC2LR8UL04 | * recognising that language is used differently in different situations to reflect levels of politeness and formality, such as the use of honorifics, respectful forms of address or professional titles with elders and strangers instead of their names, for example, watching video clips and taking notes about their observations
* explaining protocols associated with the use of body language and gestures that reflect cultural values or traditions in interactions between speakers of the target language, for example, watching video clips without sound, observing gestures and predicting meaning, then rewatching the clip with the sound and discussing their observations
* 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
* investigating the influence of different languages on the target language through different periods of time, for example, researching which words have been influenced, what the word looks like in the other language, and making a mind map or a table of the information
* comparing how languages reflect values such as those related to personal attributes, physical appearance, gender, age or behaviour, for example, reading or listening to short texts and identifying values reflected within them
* creating a ‘language portrait’ of themselves through the use of a whole-body silhouette, where students represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline
* understanding that the target language and culture constantly change due to contact with other languages and cultures and in response to developments in communications, pop culture and technology, for example, viewing advertisements and observing language and visual elements and identifying new words and expressions that have been adopted or adapted
* discussing how values such as politeness, affection or respect are conveyed in the language, for example, reading, viewing or listening to texts and identifying examples of politeness, affection or respect
* listening to songs and acknowledging how aspects of language, culture, attitudes, beliefs and values are represented, for example, working in groups to identify examples
* 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
 |

## 7–10 Sequence: Levels 9 and 10

### Band description

In Levels 9 and 10, learning of the target 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 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 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 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 worldsVC2LR10CM01 | * using strategies to sustain interactions, such as to thank, excuse and apologise, clarify and make requests, and practising these strategies when participating in ‘speed dating’ speaking activities or as part of the classroom routines
* asking and responding to questions, expressing opinions and clarifying statements in structured discussions or debates, for example, answering the teacher’s questions in class; participating in debates about the use of devices
* using evaluative language, for example to acknowledge strengths in others’ arguments or challenge views in a courteous manner, or when writing an evaluative report about a topic such as a recycling program or students wearing a uniform
* sharing aspects of their own identity and personal worlds with peers, for example, describing significant events, role models and pastimes
* communicating through secure, teacher-moderated digital spaces such as text messages using informal abbreviations, for example, writing a text message sharing information about their day, an email to a friend persuading them to go on holidays, or a blog post informing the school community about an environmental program
* discussing issues that are relevant to this stage of their lives, such as school, peer pressure, the use and impact of social media or the nature of parental expectations, and identifying points of agreement or disagreement, for example, having conversations in small groups and then reporting back to the class about what they learned
* using descriptive and expressive language, for example, participating in class or small-group discussions on topics such as education, relationships, gender diversity, environment, self-image, music, careers or health and justifying personal positions on these matters; participating in role-plays such as job interviews
* participating in scenarios related to travelling or living overseas, such as role-plays booking accommodation or having breakfast with a host family when living in a country or region where the target language is spoken
 |
| use the target language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss VC2LR10CM02 | * viewing short videos about different topics and responding to questions or discussing their opinions
* interacting with peers to share experiences and opinions about aspects of teenage life such as responsibilities, relationships and aspirations, for example, collecting conversation cards and having conversations with partners about different topics
* expressing opinions and comparisons about school rules and offering suggestions for any changes, for example, informing a friend about the school rules; giving a younger sibling advice about balancing school and hobbies
* discussing their responsibilities at home and at school and comparing with those of young people living in target language-speaking communities around the world
* comparing their reflections on the experience of learning the target language in school, identifying personal learning strategies and preferred learning modes
* exchanging opinions about significant family, social, community and school events, for example, asking a friend what they enjoyed the most, and selecting phrases and expressions to agree or disagree appropriately
* contributing to collaborative interactions such as creating a newsletter or social media post or hosting an event, negotiating roles and responsibilities
* developing skills to debate views on local and global issues such as pollution or the 4-day school week, using descriptive, persuasive and expressive language, for example, participating in a running dictation activity or running a class debate
* preparing and presenting an oral or multimodal presentation on different viewpoints about topics of personal, community and global interest, such as use of devices, green spaces in the local community or recycling
* reaching negotiated decisions by making suggestions, discussing ideas, justifying opinions and reaching agreement, for example, participating in a role-play to convince a friend to see a movie instead of going to the pool
 |
| use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peersVC2LR10CM03 | * participating in role-play scenarios related to life in a country or region in which the target language is spoken, such as seeking medical treatment or planning a day out with friends, and using appropriate facial expressions and hand gestures for the context
* discussing how to promote community action on a social or environmental issue by contributing to information leaflets or segments for a local radio station, or creating a spoken or written text for a short documentary that presents aspects of shared cultural experiences
* contributing to a school-created secure blog to exchange information about themselves with other target language learners in different contexts
* participating in transactions that involve negotiation, for example, bidding in a class auction or deciding on learning resources, using language associated with exchange and evaluation
* sharing responsibility for a multimodal report or presentation about excursions to local displays, festivals or shows, or virtual excursions to famous cultural sites
* planning and completing tasks involving authentic or simulated transactions, such as planning a holiday, making a recipe or texting a friend to ask for photos of a recent event
* interacting in class routines by thanking, apologising, clarifying, requesting and advising
* participating in class discussions and making connections with contributions from others
* sharing reflections on their experience of learning the target language and discussing progress, challenges and achievements, for example, reflecting on their learning using a range of sentence starters, such as ‘I found it interesting learning … because …’, ‘… was challenging, but I learned strategies such as …, ‘I agree that …’
 |

##### 7–10 Sequence 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 range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audienceVC2LR10CM04 | * listening to and viewing texts such as travel brochures or documentaries that depict aspects of the culture, art, history or geography of the target language-speaking world, and selecting information to share with others, for example, preparing a digital display or photo montage with recorded commentary
* listening to or viewing short informative texts (e.g. documentary excerpts, news reports), and responding, for example, listing keywords and expressions to be reused in their own newsflash and considering how emphasis or perspective can reflect culture and context, and then creating an informative speech about student stress or the dangers of climate change, using appropriate language for the audience
* locating specific ideas and information about youth issues, environmental issues or ideas related to other curriculum areas, in texts such as advertisements, video clips, job listings, graffiti and blogs, and then presenting the ideas and information to others
* 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 a personal profile for them, to present to the class
* collecting examples of good news or success stories related to their school, homes or local communities, such as sporting achievements or successful fundraising, and sharing their findings in formats such as digital displays, teacher-moderated online announcements or newsletter contributions
* listening to, reading or viewing excerpts from interviews with public figures such as activists, politicians, sports stars, musicians or actors, noting how vocabulary, phrases or gestures are used to emphasise or clarify key points of information, and collating new phrases and expressions
* listening to popular and traditional songs in the language, or viewing music videos, and summarising key ideas or messages and comparing these with songs and music videos that appeal to young people in Australia
* listening to, reading or viewing texts to identify key ideas across a range of familiar subjects presented in different formats, for example, listening to interviews about what young people do at school and after school in a country or region where the target language is spoken, and completing short answer questions, comparing this information with their own experiences using a Venn diagram; creating a mind map to organise information
* viewing documentaries that reflect lifestyles of people in target language-speaking communities in different regions of the world, and recording key facts and unfamiliar vocabulary or expressions
 |
| 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 contextsVC2LR10CM05 | * practising listening strategies such as listening for keywords or using a guided note-taking sheet identifying text-type features and language conventions in different text types, and using this knowledge to replicate these structures in their own writing
* recording, transcribing and translating short conversations between friends or family members from English into the target language, and vice versa, noting the words, phrases or ideas that are challenging to translate and why
* translating or creating a glossary of words, symbols or expressions commonly used in emails and text messages, and using classroom games or secure, teacher-moderated online tools to revise the vocabulary
* interpreting meaning from key expressions that don’t directly translate from English to the target language, and finding their target language equivalent based on the intended meaning
* comparing wordings of texts such as public signs or community announcements and discussing how they reflect cultural expectations or priorities, for example, annotating signs or writing a paragraph comparing signs in the language with similar signs in English and/or other languages
* analysing the use of appropriate language, including level of formality, in different contexts and situations, for example, listening to and viewing conversations between different people speaking the language and identifying how language or body language might change based on age, position or relationship
* using prior knowledge to mediate meaning of unfamiliar content, for example, recognising terms associated with time or place in airport announcements; ‘reading’ the images as well as the written text in advertisements
* providing examples of interactions that ‘work’ better in the target language than in English, and discussing why this might be the case
* researching aspects of society, history and culture (e.g. religious beliefs and practices, gender inclusion, sports, prominent historical figures) by gathering information from texts and exchanges with peers and adults, then reporting on the research in written or spoken form
* writing a journal entry or a contribution to 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
 |

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

| 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 audiencesVC2LR10CM06 | * creating texts to inform or to promote events or community action, for example, creating a poster or blog post to advertise a multicultural evening, or a letter to a community newspaper to highlight a school fundraiser
* creating an interactive presentation for younger students, friends or extended family members to reflect their personal language-learning experience
* 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
* explaining a procedure (e.g. cooking instructions, directions to a place) to a specific audience such as older or younger people, using supporting images, actions and gestures to highlight key elements and explain key terms
* creating bilingual texts such as community information leaflets, menus, timetables or instructions that cater to the needs of community members who speak the target language as well as those who speak English
* composing and presenting a cultural exhibition or performance in the language for members of the school community, providing English-language support in the form of recorded or live commentaries, or captions
* writing and presenting accounts of significant people, events, influences or milestones in their lives, incorporating formal and informal honorific forms, respectful word forms or expressions in the language, appropriate to context, and applying appropriate text type features or common language conventions and structures, such as greetings, paragraphing, persuasive language
* creating a range of texts to entertain others, such as songs, video clips, skits or children’s stories about fantasy characters or contexts, using appropriate descriptive and expressive language and stylistic devices to engage younger learners
* performing scenarios that involve challenging situations or intercultural encounters, using gestures, expression and props to build mood and explore relationships and emotions
* creating texts such as photo stories, plays, comic strips, animations or video clips with voice overs or subtitles, and experimenting with elements such as humour, pathos or suspense
 |

#### 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: |
| --- | --- |
| 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 contextsVC2LR10UL01 | * understanding and applying the principles of word stress when pronouncing unfamiliar words and phrases, for example, when reading tongue twisters or short poems aloud and making inferences about appropriate pronunciation
* recognising and applying phonological rules (e.g. silent letters, vowel elision rule for suffixes of multisyllabic words), and understanding how this is related to the spelling and pronunciation of words, for example, listening to a presentation and reading the script and annotating words or phrases where the rules apply
* considering register when using elision of sounds, syllables or words in spoken texts, to ensure that language use is appropriate to the context and audience, for example, comparing conversation conventions when talking to a friend compared to when talking to a teacher
* using homophones in spoken and written texts and learning how these affect meaning in sentences and in familiar idioms, for example, reading a short text, identifying the homophones and discussing the different meanings
* varying the use of tone for emphasis or to contribute to cohesion during extended spoken interactions, for example, reading a short dialogue with a partner or small group several times, each time changing the tone to emphasise different elements
* building fluency and accuracy of pitch, stress, rhythm, pronunciation and intonation by listening to and reciting increasingly longer spoken texts or participating in choral reading activities
* reproducing rhythms in more complex sentences, using pauses and intonation to signal clause sequence and emphasis, for example, recording themselves reading short texts several times, altering the pauses, intonation and emphasis, then analysing what worked well
* adjusting the tone, register and word choice of spoken or written language to reflect the formality of the context, for example, reading a dialogue, with a partner, between a young person and an older neighbour, then repeating the dialogue, making appropriate changes to the language and tone to reflect a conversation between 2 teenage friends instead
* responding spontaneously to questions from their teacher or peers on both familiar and unfamiliar topics, using gap fillers where needed
* using sentence starters and connecters to increase the complexity of ideas and responses, for example, asking a question and listening to the response, then asking a follow-up question such as ‘I found … really interesting, could you tell me more about that?’
 |
| 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 typeVC2LR10UL02 | * using different auxiliary and modal verbs for different purposes, such as to express different tenses or to express necessity or possibility when responding to or writing texts, or identifying and using prefixes or suffixes for modality
* recognising and correctly applying conventions for punctuation and tone or accent marks (if relevant) in their own writing
* using particles (if relevant) and complex conjunctions to extend fluency when creating texts, for example, completing worksheets with 2 sentences and a conjunction and connecting the sentences using the supplied conjunction and the appropriate grammatical structures
* using superlative adjectives and noticing patterns when using them, for example, writing an evaluative or persuasive article giving opinions about an event or a film
* applying rules for word order and sentence structure to demonstrate grammatical agreement (if relevant) in a range of simple and compound sentences, for example, completing sentence-unjumbling games in pairs or small teams
* identifying how adverbs (e.g. time, manner, place), adverbial phrases or determiners are used for describing people, places, objects and experiences, for example, reading a text about a student’s daily routine and identifying the adverbs and discussing word order; writing short texts about their own daily routine
* identifying and applying rules for creating the comparative and superlative forms of adjectives, for example, comparing 3 sentences containing comparative adjectives and brainstorming the rule, then applying this knowledge by rewriting positive sentences into the comparative or describing a holiday to a partner
* understanding and using more complex verb tenses, compound and complex sentence structures (e.g. main and subordinate clauses) and parts of speech to describe, recount, reflect, inform and express opinions, for example, writing an email to a friend describing their holiday, an article informing exchange students about the school or a blog post expressing an opinion about wearing school uniforms
* identifying and using a variety of verbs (e.g. reflexive verbs) or verb forms (e.g. imperative, conditional), for example, participating in a sentence-unjumbling activity; rewriting sentences in a different form; responding to or writing a text such as a blog post about their daily routine
* recognising and using adjective endings appropriately for number or gender (if relevant), for example, reading a text and highlighting the adjective endings; discussing why adjective endings may be similar or different; participating in adjective-ending challenge games or writing sentences or texts using adjectives
* developing understanding of how a range of noun, verb and adjective endings can be used to form new words and sentences
* applying knowledge of text type conventions and grammatical features such as articles, quantifiers and particles (if relevant) to produce a range of text types appropriate to context, purpose and audience
* applying a range of pronouns when creating texts, for example, using pronoun substitutes; conjugating pronouns; using pronouns when referring to something already mentioned
* using cardinal numbers (if relevant) to express increasingly larger numbers and to measure, describe percentages and fractions, and estimate, noticing patterns in their use, for example, planning a budget to redecorate a room; calculating distance between places; representing data on graphs
* understanding the use of prepositional phrases to compare and contrast concepts and ideas, for example, evaluating the use of technology in the classroom
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| reflect on and evaluate texts, using metalanguage to discuss language structures and featuresVC2LR10UL03 | * using metalanguage, in the language or in English, to identify grammatical differences between languages, such as word order, conjunctions, tenses, verb forms, pronouns
* understanding and developing metalanguage for talking about forms and functions of language, for example, identifying and explaining different types of sentence structures relating to grammatical functions such as predicates, subjects and objects
* identifying ways that texts in the language and English achieve cohesion, for example, explaining the effects of paragraphing or cohesive devices used to sequence and link ideas and maintain the flow of expression
* identifying the intended purpose and audience of texts by analysing language features and text structures, such as colourful and persuasive language in advertisements compared with economical, factual language in product labelling or signage, and applying their understanding to the composition of their own texts
* analysing the use of rhetorical devices and emotive language to engage the intended audience in texts such as slogans or speeches
* understanding when to use various tenses, and comparing them with equivalent tenses in English or other languages
* comparing spoken and written texts such as apologies or invitations to identify how differences in grammar and text-type features determine the nature of formal and informal interactions, for example, reading or viewing texts and discussing the differences as a class
* recognising how grammatical choices shade meaning and establish register to distinguish relationships, for example, annotating a supplied text, reflecting on and discussing the changes in meaning
* understanding that false friends (where relevant) can cause misunderstandings or confusion, for example, identifying examples of false friends in a range of texts and discussing why they lead to misunderstandings
* understanding the prevalence of acronyms and their use for convenience, for example, reading teacher-curated social media posts and then identifying and discussing different acronyms in the texts
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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 communicating VC2LR10UL04 | * keeping a journal of memorable experiences associated with learning and using the language in and out of school, noting personal reactions and reflections over time and insights gained into themselves as language users, such as how they choose to use the target language or English and/or additional languages in different contexts and situations
* identifying elements of their personal worlds that contribute to their sense of community and identity, including their use of different languages and involvement in different cultural practices
* listening to and/or reading examples of an Acknowledgement of Country in the target language, then creating their own version that names the local Country for an audience of people who speak the target language
* analysing a selection of song lyrics, poems, idioms and expressions, identifying how they may convey cultural values and reflect social, political and historical influences and events
* exploring the concept of identity and that some speakers of the language who identify as non-binary may choose to use gender-neutral language where available, highlighting the dynamic nature of languages
* recognising the diversity of spoken language forms from region to region and between different target language-speaking communities around the world, considering how language variation can both reflect and shape social and cultural contexts
* analysing and discussing the interconnected nature of the linguistic and cultural diversity of the target language-speaking world, and how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples
* reflecting on the influence that language can have on inclusivity and identity, for example, the language used in art, graffiti, or a teacher-curated selection of texts from online media
* discussing intercultural experiences and challenges, and sharing personal reactions, comparing aspects of identity that may be important
* appreciating that language use can reflect and express cultural identity, that multiple languages exist in many regions of the world and Australia, including Indigenous languages, and that many people are multilingual and value this capability as an integral part of their identity
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