Introducing Non-Roman Alphabet Languages Version 2.0

The revised Victorian Curriculum F–10 Non-Roman Alphabet Languages will give Victorian students the best opportunity to thrive in an increasingly global and interconnected world, where the ability to communicate meaningfully across linguistic and cultural systems is highly valued. The Non-Roman Alphabet Languages curriculum has been developed to cater for learners with different linguistic experiences, including those with a background in the target language and those learning it as a second or additional language.

Non-Roman Alphabet Languages Version 2.0 is more streamlined, with improved clarity and coherence, making it easier for teachers to plan, assess and report on student learning. It also continues to support students’ readiness for the study of a non-Roman alphabet language at the VCE level (where a language-specific VCE study is available).

The revision of the Non-Roman Alphabet Languages curriculum has drawn on the expertise of and feedback from Victorian teachers, as well as critical input from academic and educational experts.

A simplified and more manageable structure

* **Non-Roman Alphabet Languages Version 2.0 will improve the teachability and manageability of the curriculum**, through a simplified structure, an improved progression and the removal of duplicated content.
* **The 2 overarching strands have been retained and renamed** Communicating Meaning in the Language and Understanding Language and Culture.
* **The number of sub-strands has been reduced to 5** to remove overlap and duplication, and to allow greater focus on the communicative aspects of language teaching and learning.
* **The sub-strands Socialising, Informing and Creating have been refined and repurposed** as Interacting in the language, Mediating meaning in and between languages and Creating text in the language. The sub-strands Translating, Reflecting, and Language variation and change have been removed.

Foundation to Level 2

* The structure of Foundation to Level 2 has been improved, with the inclusion of a third, entry-level strand called Engaging with the Language and Culture, to provide an entry point for language learners. This strand appears only in Foundation to Level 2 and is intended to help teachers distribute Foundation to Level 2 content appropriately at the classroom level, reflecting the different levels of student ability in the Foundation to Level 2 years.
* The revised Foundation to Level 2 content not only retains but also strengthens the alignment with the Victorian Early Years Learning and Development Framework (VEYLDF). It supports the developmental progression of the early years, with a strong emphasis on the development of language skills through play.
* Revised content in the Foundation to Level 2 band articulates a learning trajectory and is intended to better support the transition from early years settings to the beginning of formal schooling. This also recognises the importance of identity formation in a child’s learning and development, by emphasising that language, culture and identity are interconnected.

Clearer achievement standards and content descriptions

* **At all levels, the achievement standards and content descriptions have been revised to ensure greater alignment and coherence.** They now offer a clearer progression of skills set out in a consistent sequence across the levels (as evidenced in the scope and sequence charts), supporting teachers to engage with and track student skill development in the target language.

Achievement standards:

* have been refined by removing ambiguity, duplication and unnecessary detail
* provide a clear trajectory that aligns with the expected language acquisition and skill development by the end of each band
* are clearer and more succinct, with language examples and suggestions moved to the elaborations.

Content descriptions:

* have been significantly reduced in number, to align with the revised sub-strands
* provide greater clarity to teachers about what to teach, and specify only essential content and skills.

Elaborations:

* unpack the content descriptions, providing generic examples of language structures to guide teachers
* provide appropriate opportunities to enrich the content of the curriculum through the capabilities and cross-curriculum priorities
* that support the cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures have been designed to support teachers to meaningfully incorporate this content through the Non-Roman Alphabet Languages Version 2.0 curriculum in Victoria.

Other key revisions

* More explicit and strengthened references have been made to the following aspects of language learning. These can be seen throughout the bands in the achievement standards, content descriptions and/or elaborations.
* The concept of identity has been retained and strengthened, reinforcing the links to the VEYLDF and showing progression throughout the bands. There are clear links between culture, identity and belonging, supporting students to learn about their own and others’ languages, cultures, values and beliefs.
* The macro skill of ‘viewing’ has been emphasised throughout the curriculum, supporting students to develop the skills to respond to viewed texts. This revision provides a clearer link with relevant VCE Languages Study Designs.
* References to metalanguage have been strengthened throughout the bands to support students to reflect on, explore and discuss language structures and features. These provide a clear and consistent progression of knowledge and skills related to language analysis.
* Elaborations that support learning about gender-inclusive language have been added. Activities may include an exploration of gender-neutral expressions, language-based gender bias, or linguistic innovations that reflect the dynamic nature of language. Developing an awareness of inclusive language can contribute to the promotion of equality and foster a safe and inclusive learning environment.
* Explicit references to ‘English and/or other languages’ have been more clearly articulated to acknowledge learners’ backgrounds or prior learning in languages.
* References to intercultural understanding have been strengthened within the strands, content descriptions and elaborations, to reflect how language and culture are interconnected.

► For more detailed revisions, see the Non-[Roman Alphabet Languages – comparison of curriculums](https://f10.vcaa.vic.edu.au/learning-areas/languages/non-roman-alphabet-languages/resources) document, which compares individual content descriptions and achievement standards for Version 1.0 and Version 2.0.