# Non-Roman Alphabet Languages – comparison of curriculums

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

## Foundation to Level 2

Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 2, students interact with teachers and peers through action-related talk and play. They introduce themselves and their family and exchange greetings, farewells, and express thanks. They use simple repetitive language when participating in shared activities and simple exchanges, respond to simple instructions and imitate frequently used classroom language. When speaking, they reproduce distinctive sounds and letters of the language being studied. Students identify specific words, such as names of people, places, or objects in simple spoken and written texts and respond to imaginative experiences. They present information about themselves, their family, friends and possessions using gestures and modelled language. They create simple texts, such as captions to images, using familiar words, phrases and sentence patterns. They use vocabulary related to their classroom and family. They recognise questions and commands and use short sentences with appropriate language structures to communicate about themselves, their family and classroom. They translate frequently used words and simple phrases relating to their immediate environment, using visual cues and identifying similarities and differences. They give examples of ways the language being studied sounds and looks different from other languages that they bring to the classroom.Students identify how letters of the language being studied are represented in words and read. They identify features of familiar texts, such as songs, labels and captions. They recognise that different titles and greetings are used to address people in different situations. They list the different languages that are spoken in Australia. They identify similarities and differences between the language being studied and their own language and culture. | By the end of Level 2, students identify the different sounds and rhythms of the target language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore the target language through play, first imitating sounds and patterns, and then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that the sounds of the target language are represented by the writing system of the language, and they can match these with words, copying and combining them in increasingly complex ways. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of the spoken language. They expand their repertoire of words and phrases in the target language through listening, viewing and reading, and then progress to creating short, simple sentences and responses using modelled language with teacher support.Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of the target language using simple metalanguage. They start to develop written competence by copying letters, characters, syllable blocks or script(s) and words, and then produce the language with support. They respond to texts using frequently used words, phrases and sentence patterns in spoken language and frequently used words and simple phrases in written language. They apply their understanding of some of the conventions and features of the spoken and written language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues. Students explore and recognise the influence of culture on language and identity. They recognise that the target language is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s). | The learning trajectory is more evident for improved clarity and teachability. Ideas are sequenced to broadly align with the strands and sub-strands. To make this achievement standard more manageable to use for assessing, it focuses on skill development rather than individual linguistic elements of the target language, which now appear in the elaborations. Adaptations made to support learning progression with links to the Victorian Early Years Learning and Development Framework (VEYLDF) |

### Content descriptions

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

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on what sounds, looks or appears similar or different to own language and culture when interacting in the language being studied (VCNRC010) | notice that the target language looks and sounds different to other languagesVC2LNR2E01 | Newly created but incorporating elements from VCNRC010 |
|  | develop oral language skills through exploring and listening to the sounds and patterns of the languageVC2LNR2E02 | Newly created for the Engaging with the language sub-strand and to show progression from VC2LNR2E01 |
| Interact with peers and teacher, using simple language and gestures for exchanges (VCNRC001) Participate in guided activities and simple exchanges using simple repetitive language (VCNRC002)Participate with teacher and peers in class routines and activities, such as following instructions and taking turns (VCNRC003) | recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrasesVC2LNR2E03 | Combined and refined. Specific topics removed to be more concise and teachable. Activities moved to elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Participate in shared imaginative activities and respond through singing, chanting, play-acting and movement (VCNRC006)Recognise that the greetings and forms of address in the language being studied may vary according to such things as the time of day, age, gender and relationship of participants (VCNRU015) | explore connections between language and culture through play and/or imaginationVC2LNR2E04 | Combined and refined. Specific activities moved to elaborations. Retained reference to play to reflect links with VEYLDF |

#### VC2 strand: Communicating Meaning in the Language

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with peers and teacher, using simple language and gestures for exchanges (VCNRC001) Participate in guided activities and simple exchanges using simple repetitive language (VCNRC002)Share and present information about self, family, friends and possessions, using modelled language (VCNRC005) | communicate using formulaic and modelled language relating to aspects of their personal worldVC2LNR2C01 | Combined and refined to broaden context to include all aspects of students’ personal world. Specific topics moved to elaborations |
| Participate in guided activities and simple exchanges using simple repetitive language (VCNRC002)Participate with teacher and peers in class routines and activities, such as following instructions and taking turns (VCNRC003) | participate in a range of guided language activities using formulaic expressions, and visual and spoken cuesVC2LNR2C02 | Combined and refined for clarity. References to activities moved to elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify key words and information with guidance in simple written, spoken and visual texts (VCNRC004) | locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrasesVC2LNR2C03 | Expanded to refer to the ways that students give responses at this level |
| Participate in shared imaginative activities and respond through singing, chanting, play-acting and movement (VCNRC006) Recognise that Australia has speakers of many different languages, including the language being studied, and that languages borrow words from each other and sometimes use the same alphabet symbols and vocabulary (VCNRU016) | explore and make meaning from sounds, words and phrases for familiar objects or terms in the target language through play, and discover how languages influence each otherVC2LNR2C04 | Combined and refined. Reference to play retained to reflect the nature of early language learning and to connect to VEYLDYF. Specific references to activities moved to elaborations. Explicit reference to progression added by including ‘sounds, words and phrases’ |
| Translate familiar words or phrases using visual cues or word lists, explaining the meaning of particular words or expressions (VCNRC008) |  | Removed reference to the skill of translating as the sub-strand ‘Translating’ has been removed. Specific activities have been moved to the elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Share and present information about self, family, friends and possessions, using modelled language (VCNRC005) Create captions to images for individual presentations and participate in shared performances and imaginative activities using familiar words, phrases and language patterns (VCNRC007)Create simple print or digital texts in the language and English, such as captions and labels, for the immediate learning environment (VCNRC009) | create spoken and written texts, using the writing system of the target language as appropriate, and using words, familiar phrases and modelled languageVC2LNR2C05 | Combined and refined reference to ‘using words, familiar phrases and modelled language’ as a learning progression. Specific activities and topics moved to elaborations. Broadened references to texts |

#### VC2 strand: Understanding Language and Culture

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise and reproduce the sounds and letters of the alphabet of the language being studied, identifying how they are represented in words (VCNRU012) | imitate the pronunciation and intonation of the spoken language, and understand how sounds are producedVC2LNR2U01 | Refined to focus only on oral and aural language skills, to reflect the nature of early language learning. References to writing moved to VC2LNR2U03 and VC2LNR2U04 |
| Understand elements of grammar such as those related to questions, commands and short sentences and develop vocabulary to describe self, friends and family (VCNRU013) | identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrasesVC2LNR2U02 | Refined. Reference to specific topics moved to elaborations. Reference to ‘words and phrases’ added to reflect the learning trajectory of students and skill development of early learners |
| Recognise features of familiar spoken, written and visual texts (VCNRU014) | recognise and explore how the writing system and features of language are used to construct meaning in the target languageVC2LNR2U03 | Refined to focus on written language skills. ‘Explore’ added to reflect the nature of early language learning and to connect to VEYLDYF |
| Reflect on what sounds, looks or appears similar or different to own language and culture when interacting in the language being studied (VCNRC010) Understand elements of grammar such as those related to questions, commands and short sentences and develop vocabulary to describe self, friends and family (VCNRU013) | identify that the target language has grammatical structures and other written and spoken language features that may be similar to or different from English and/or other languagesVC2LNR2U04 | Combined and refined to be more concise. Specific topics moved to elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on what sounds, looks or appears similar or different to own language and culture when interacting in the language being studied (VCNRC010) Describe aspects of self, such as family, school/class and language/s, recognising how these are part of one’s identity (VCNRC011) | reflect on how language, culture and identity are interconnected and discuss how communities of speakers of the target language are similar to or different from othersVC2LNR2U05 | Combined and refined. Reference to identity and broader language communities strengthened, and the interconnectedness of language and emphasised culture to support students’ own understanding of intercultural capability |
| Recognise that Australia has speakers of many different languages, including the language being studied, and that languages borrow words from each other and sometimes use the same alphabet symbols and vocabulary (VCNRU016) Recognise that the languages people use reflect their culture, such as who they are, where and how they live, and find examples of similarities and differences between the language being studied and their own ways of communicating (VCNRU017) | identify where the target language is used around the world and recognise that there are many different languages spoken in communities throughout AustraliaVC2LNR2U06 | Refined to be more concise and to emphasise the community of speakers of this language both in Australia and around the world |

## Levels 3 and 4

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 4, students interact with the teacher and peers to share simple information about aspects of their lives, such as school, home and everyday routines. They use formulaic expressions when participating in classroom routines, collaborative activities and simple transactional exchanges, such as praising and encouraging others, asking for assistance, seeking clarification, requesting permission. They use features of pronunciation when asking questions and making statements and exclamation, including use of the accent mark if applicable. Students locate information related to everyday contexts and routines and use simple statements and support materials to present information about themselves, others, home and school. They respond to imaginative texts by talking about favourite elements, acting out events and making simple statements about characters. They perform and create short imaginative texts, using formulaic expressions and modelled language. Students use vocabulary related to school, home and everyday routines and describe people, objects or events using adjectives and adverbs. They use appropriate grammar and syntax in simple spoken and written texts. They translate and interpret common words and frequently used language relating to familiar environments and create simple bilingual resources for the classroom, such as picture dictionaries and captions.Students identify and write letters of the alphabet of the language being studied, and recognise sound-letter relationships. They identify the structure and linguistic features of texts used in familiar contexts, such as stories, songs, recipes and conversations. They provide examples of how language use varies according to the context and the purpose of the exchange. They recognise that languages change over time, and that languages influence each other, providing examples of words in the language being studied that are borrowed from other languages. They compare the language being studied and English, identifying similarities and differences, particularly in vocabulary, behaviours and expressions related to cultural practices such as special occasions. | By the end of Level 4, students use the target language to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic grammatical structures to create texts, using the target language writing system as appropriate.Students imitate the sound combinations and rhythms of the spoken language. They demonstrate their understanding that the target language has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in the language and make comparisons between the target language and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ cultural identity. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Specific references to language structures, learning activities and stimulus texts have been moved to the elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in the Language

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with peers and teacher to exchange personal information about everyday routines involving school and home environment (VCNRC018) Participate in everyday classroom activities, such as asking for permission, requesting help, asking how to say or write something, and praising or encouraging peers (VCNRC020) | initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions VC2LNR4C01 | Combined and refined. Specific topics and activities moved to elaborations |
| Participate collaboratively in shared class experiences which involve planning and simple transactional exchanges (VCNRC019)Participate in everyday classroom activities, such as asking for permission, requesting help, asking how to say or write something, and praising or encouraging peers (VCNRC020) | participate in activities that involve expressing interests and exchanging information with others, using a range of familiar phrases and modelled structuresVC2LNR4C02 | Combined and refined to broaden context and to remove specificity of examples and activities. Activities and topics moved to elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Locate key information about everyday contexts and routines from written, spoken and visual texts (VCNRC021) Participate in shared imaginative activities and respond by acting out events, identifying favourite elements, and making simple statements about characters (VCNRC023) | locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal textsVC2LNR4C03 | Combined and refined to specify macro skills more explicitly. Reference to viewing retained. Expanded to include ‘respond’. Specific activities moved to elaborations  |
| Share own experiences of communicating in the language being studied, recognising how it involves behaviours as well as words (VCNRC027) Understand that the context and purpose of interactions influence language choices (VCNRU032)Identify vocabulary, behaviours and expressions which reflect cultural values, beliefs and traditions to make connections between cultural practices and language use (VCNRU034) | develop strategies to comprehend and produce the target language, adjusting language to convey meaning and/or intercultural understanding in familiar contextsVC2LNR4C04 | Explicit reference to the development of language learning strategies added. Broadened reference to culture to include intercultural understanding, rather than ‘cultural values’ and ‘cultural practices’ |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Convey information about self, others, home and school life, using simple statements and support materials such as photos, maps or charts (VCNRC022) Create and perform short spoken and written imaginative texts such as dialogues or collaborative stories, using formulaic expressions and modelled language (VCNRC024) | create and present spoken and written texts using formulaic expressions, simple words, phrases and sentences, and modelled textual conventions, using the writing system of the target languageVC2LNR4C05 | Combined and refined to be more concise. References to stimulus texts, teaching materials and topics moved to elaborations |
| Create simple bilingual resources for familiar audiences (VCNRC026) |   | Removed. Specific activities have been moved to the elaborations |

#### VC2 strand: Understanding Language and Culture

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify, pronounce and write the alphabet letters, recognising sound–letter relationships in the language being studied (VCNRU029) | recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentencesVC2LNR4U01 | Refined to articulate a learning progression by including increasingly complex language elements in sequential order: ‘words, phrases and simple sentences’ |
| Recognise and use elements of the language's grammar, such as word order, gender and singular/plural forms, to describe people, objects or events (VCNRU030) | recognise and use modelled language, words and formulaic phrases, simple grammatical structures and language conventions to convey meaning, using the writing system of the target languageVC2LNR4U02 | Broadened references to grammatical structures. Reference to developing skills added, e.g. using the writing system |
| Translate and interpret words, phrases and sentences used in familiar environments such as school and home, recognising how they may have similar or different meanings to words in English or other known languages (VCNRC025)Recognise the linguistic features and structures of different texts used in familiar contexts (VCNRU031)Understand that languages may change over time and that they influence each other, recognising words in the language being studied that are derived from other languages (VCNRU033) | recognise and compare familiar structures and features of the target language with those of English and/or other languages, using simple metalanguageVC2LNR4U03 | Combined and refined to broaden reference to stimulus texts. Reference to other languages strengthened to acknowledge Victoria’s multilingual students. Explicit reference to metalanguage added to support literacy development more broadly |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify vocabulary, behaviours and expressions which reflect cultural values, beliefs and traditions to make connections between cultural practices and language use (VCNRU034) Share own experiences of communicating in the language being studied, recognising how it involves behaviours as well as words (VCNRC027) Interact with others, noticing how identity matters, such as use of terms of address, who and what is included and what language is used (VCNRC028) | identify connections between personal identity, language and aspects of cultureVC2LNR4U04 | Combined and refined to be more concise. Activities moved to elaborations. Reference to identity retained (linked to VEYLDF) |

## Levels 5 and 6

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 6, students use the spoken and written language being studied to exchange personal information, describe feelings and express preferences. When participating in collaborative activities, transactions and classroom routines, they ask and respond to questions, plan collaboratively, and make suggestions and statements. When interacting, students use key features of pronunciation and intonation, including accents where appropriate. They obtain and compare information from a range of texts related to aspects of daily life and events. They present information about their personal world in different formats. They express their feelings about the storyline and characters encountered in texts and create and perform simple imaginative texts using familiar language. They use tenses in combination with appropriate grammatical elements to construct and expand sentences and apply basic rules of spelling and punctuation, such as question marks, capital letters, commas, exclamation marks and speech marks. They translate and interpret simple texts, identifying words that are not easily translated and create bilingual texts for the classroom and school community. They compare ways of communicating in the language being studied and English to identify similarities and differences and suggest how culture influences language use.Students identify and reproduce orally and in writing letters and sounds of the language being studied. They identify the relationship between language choices, and the audience and purpose of different text types. They describe the importance of register in different contexts and situations. They appreciate the dynamic nature of the language being studied, identifying changes that have occurred due to new technologies and knowledge. They describe ways that identity and the nature of communication are directly related to language and culture. | By the end of Level 6, students initiate and use strategies to maintain interactions in the target language that are related to their personal worlds and school environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities to share and discuss information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in the language or in English, adjusting their response to suit purpose.Students use modelled structures when creating and responding in the target language. They create texts, selecting and using a variety of vocabulary and sentence structures and the writing system to suit different contexts, and using conventions appropriate to text type. They apply rules for pronunciation and intonation in spoken language and apply conventions of spelling and punctuation in written language. They compare language structures and features in the target language and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Specific references to language structures, learning activities and stimulus texts have been moved to the elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand:Communicating Meaning in the Language

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate interactions and exchange information with peers, describing feelings and preferences, aspects of daily life, school, friends and hobbies (VCNRC035) | initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environmentVC2LNR6C01 | Refined. Topics broadened to give greater flexibility to teachers |
| Collaborate in group tasks and shared experiences which involve planning, making suggestions and completing transactions (VCNRC036) Interact in class activities, using questions, statements and responses to enhance, demonstrate and share understanding (VCNRC037) | participate in activities that involve discussion and planning with others, using language that expresses information, preferences and ideasVC2LNR6C02 | Combined and refined to make it more concise |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Obtain, organise and compare information about aspects of daily life and significant events from written, spoken, or digital texts (VCNRC038)Listen to, read and view imaginative texts and respond by expressing feelings and opinions about the storyline, themes and characters (VCNRC040) Identify and use language features of different types of oral and written texts recognising that linguistic choices depend on audience and purpose (VCNRU048) | locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purposeVC2LNR6C03 | Combined and articulated macro skills, including viewing, more explicitly. Examples of topics, stimulus texts and activities moved to elaborations, to be more concise |
| Listen to, read and view imaginative texts and respond by expressing feelings and opinions about the storyline, themes and characters (VCNRC040) Understand the importance of register in a range of contexts and situations, such as at home, at school or in more formal situations (VCNRU049)Understand that language and culture are integral to identity and are reflected in communication styles (VCNRU051)  | apply strategies to interpret and convey meaning and/or intercultural understanding in the target language in familiar non-verbal, spoken and written contextsVC2LNR6C04 | Combined and refined. Examples of stimulus texts and activities moved to elaborations to be more concise. Reference to students’ developing language skills retained – appropriate for different contexts. Reference to culture strengthened to include intercultural understanding |
| Translate simple texts from the language being studied to English and vice versa, identifying words and expressions that do not always translate literally and may have more than one meaning (VCNRC042) |  | Removed reference to the skill of translating as the sub-strand ‘Translating’ has been removed. Specific activities have been moved to the elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Convey and present information about aspects of personal world, through prepared texts such as diagrams, dialogues and timelines (VCNRC039) Create and perform imaginative texts such as stories, skits or rap, using familiar language (VCNRC041)  | create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text typeVC2LNR6C05 | Combined and refined. Context broadened to include a wider range of language skills. References to specific text types for production have been moved to elaborations |
| Create bilingual texts and learning resources for the school community (VCNRC043) |  | Removed. Specific activities have been moved to the elaborations |

#### VC2 strand: Understanding Language and Culture

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify and reproduce, orally and in writing, key features of intonation and pronunciation, experiment with the spelling of common words and apply basic punctuation rules (VCNRU046) | apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm in words, phrases and sentencesVC2LNR6U01 | Refined. Broadened context and articulated progression by adding language elements in a sequence of increasing complexity: ‘words, phrases and sentences’ |
| Develop knowledge of grammatical elements to construct and expand sentences (VCNRU047) | recognise and use the writing system of the target language and a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text typeVC2LNR6U02 | Refined and expanded to include reference to students developing skills in using the writing system |
|  | compare structures and features of the target language with those of English and/or other languages, using familiar metalanguageVC2LNR6U03 | New. Included comparison with other languages to acknowledge Victoria’s multilingual students. Included explicit reference to metalanguage to support literacy development more broadly |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  Engage in intercultural experiences, comparing ways of communicating in Australian and speaking contexts of the language being studied and identifying ways that culture influences language use (VCNRC044)Understand that language and culture are integral to identity and are reflected in communication styles (VCNRU051) Share experiences of learning and using the language being studied, and reflect on the effect of language learning on own identity (VCNRC045) | recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal, non-verbal and written communicationVC2LNR6U04 | Combined and refined to make it more concise. Specific activities moved to elaborations |
| Explore the influence of the language being studied on the English language and how the language being studied has been influenced by the impact of new technologies and knowledge (VCNRU050) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |

## Levels 7 and 8

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students use the written and spoken language being studied to initiate and sustain classroom interactions to carry out transactions and to exchange information, ideas, thoughts and feelings about people, objects, places and events. They ask and respond to open-ended questions and use rehearsed and spontaneous language to engage in discussions, negotiate, make decisions and arrangements, and offer opinions. They apply appropriate pronunciation and rhythm in the spoken language being studied to a range of sentence types, including, if applicable, use of the accent mark for both intonation and meaning. They locate and interpret information and ideas on topics of interest from a range of texts and communicate information, views and ideas using different modes of presentation. They share their response to different imaginative texts by expressing feelings and opinions and describing ways in which ideas, characters, places and events are represented. Students create imaginative texts about people, places and experiences to entertain others. They use grammatical features to construct compound and complex sentences and link ideas and sentences. They apply rules of punctuation and spelling to their own written constructions. They translate and interpret texts, identifying and explaining words with particular cultural significance in the language being studied and create bilingual texts for the school and wider community, providing subtitles, captions or commentaries to assist meaning. They explain why communication with others involves shared responsibility for making meaning, and identify the choices and adjustments they make when participating in intercultural interactions.They analyse the structure and linguistic features of different text types to identify their relationship with audience and purpose. They analyse language use in different contexts, including formal and informal, explaining the impact of purpose, audience and social setting. They explain the dynamic nature of the language being studied from ancient to modern times, and suggest reasons for change. They understand how language use reflects cultural ideas, assumptions and perspectives and recognise that what is considered normal in communication varies across cultures. | By the end of Level 8, students initiate and maintain language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use the language to collaborate and problem-solve and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate an understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts appropriate to context, purpose and audience.Students apply the conventions of the spoken language and continue to enhance fluency. They demonstrate understanding that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of text in the language, using some metalanguage. They reflect on how the language, culture and identity are interconnected and compare this with their own language(s), culture(s) and identity. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Specific references to language structures, learning activities and stimulus texts have been moved to the elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand:Communicating Meaning in theLanguage

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate and sustain interactions, to share information, ideas, thoughts and feelings about people, objects, places and events (VCNRC052) Participate in classroom interactions and exchanges through asking and responding to open-ended questions and offering opinions (VCNRC054) | initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to othersVC2LNR8C01 | Combined and refined to broaden context. Specific topics and activities moved to elaborations |
| Participate in collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions (VCNRC053) | use language to negotiate and problem-solve collaboratively to plan projects and eventsVC2LNR8C02 | Refined. Broadened contexts for interacting |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Obtain and interpret information from a range of spoken, written, print or digital texts related to topics of interest such as leisure, food and diet, entertainment and special occasions (VCNRC055)Examine the structure and linguistic choices of a range of personal, informative and imaginative texts, such as diary entries, news reports, cartoons and stories, and consider how these choices were influenced by audience and purpose (VCNRU065)Understand how language use varies according to context, purpose, audience and mode of delivery, and how language choices, such as shifting from a formal style to informal style, may signal changes in social settings (VCNRU066) | interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audienceVC2LNR8C03 | Combined and refined to be more concise. Reference to macro skills added, including viewing. Specific examples of stimulus texts and topics moved to elaborations. Reference to students’ developing skills retained to tailor language use for a range of contexts, purposes and audiences |
| Engage with and respond to imaginative texts, describing and expressing feelings and opinions about key ideas, characters, places and events (VCNRC057)Participate in intercultural interactions, reflecting on choices and adjustments made when communicating in the language being studied and demonstrating awareness of the importance of shared understanding (VCNRC061) | apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contextsVC2LNR8C04 | Combined and refined to be more concise. Reference to strategies added. Specific topics, text types and activities moved to elaborations |
| Translate texts from the language being studied to English and vice versa, interpreting meaning and identifying words or expressions of specific cultural significance in the language (VCNRC059)  |  | Removed reference to the skill of translating as the sub-strand ‘Translating’ has been removed. Specific activities have been moved to the elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Convey and present information and ideas on a range of topics in different types of texts and in a variety of modes (VCNRC056) Create and perform own and shared texts about imaginary people, places and experiences, in order to entertain others (VCNRC058) | create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and contextVC2LNR8C05 | Combined and refined to be more concise. Specific examples and activities moved to elaborations  |
| Create texts in the language being studied and English, such as menus, posters or brochures on the same theme or event, and provide subtitles, captions or commentaries in either language to assist meaning (VCNRC060) |  | Removed. Specific activities have been moved to the elaborations |

#### VC2 strand:Understanding Language and Culture

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Refine pronunciation, spell frequently used words and apply accurate punctuation to writing (VCNRU063) | apply conventions of the spoken target language to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contextsVC2LNR8U01 | Broadened to include additional conventions of the spoken target language |
| Apply knowledge of grammatical features and construct compound and complex sentences (VCNRU064) | apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type VC2LNR8U02 | Refined and broadened. Specific language elements moved to elaborations |
|  | reflect on the structures and features of the target language, and compare them with English and/or other languages, using some metalanguageVC2LNR8U03 | New. Included comparison with other languages to acknowledge Victoria’s multilingual students. Included explicit reference to metalanguage to support literacy development more broadly |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Consider how own biography, including personal experiences, family origins, traditions and beliefs, impact on identity and shape own intercultural experiences (VCNRC062) Understand how language use reflects cultural ideas, assumptions and perspectives, and reflect on how what is considered acceptable in communication varies across cultures (VCNRU068)  | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LNR8U04 | Combined and refined. Specific activities moved to elaborations to be more concise |
| Recognise that the language being studied has evolved, that changes have occurred through the ages, and consider factors that have influenced this change (VCNRU067) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |

## Levels 9 and 10

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 10, students use the written and spoken language being studied to initiate, sustain and extend formal and informal interactions with teachers, peers and others in a range of settings. They use language spontaneously to respond to others, seek and give advice, contribute ideas and opinions, describe relationships, discuss aspirations, compare experiences and express opinions on issues of interest. They interact with others to take action, make decisions, negotiate, plan and organise events and complete transactions. They sustain and extend conversations by elaborating on opinions and ideas, expanding questions, and seeking and discussing responses and opinions. They apply appropriate pronunciation, rhythm and stress in the spoken language being studied in their interactions. They analyse and evaluate ideas and information obtained from multiple sources on a range of issues. They present information using different text types and modes of presentation to suit different audiences and to achieve different purposes. They share their responses to different imaginative texts by expressing and justifying opinions on language use, themes, moods and emotions. They manipulate language and use different techniques to produce imaginative texts for different audiences. When creating texts, they use a variety of grammatical elements to shape meaning. They accurately apply rules of punctuation and spelling to their own written constructions. Students translate and analyse a range of texts, compare interpretations and explain differences. They create a range of bilingual texts that convey intended meaning for a variety of purposes and audiences.Students analyse a range of texts to identify cultural elements and perspectives and to explain the interrelationship between linguistic elements, context, purpose, audience and structure. They provide examples of how language use varies according to cultural contexts, explaining why interactions in the language being studied may differ from those in English or other languages. They explain why the language being studied, like other languages, is fluid and dynamic as well as solid and influential. They explain ways in which language and culture are interrelated and influence each other. | By the end of Level 10, students contribute to and extend interactions in 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. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Specific references to language structures, learning activities and stimulus texts have been moved to the elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in the Language

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate, sustain and extend interactions by exchanging experiences, seeking and giving advice, and discussing aspirations and relationships (VCNRC069)Participate in and sustain classroom interactions by elaborating on opinions and ideas and discussing the opinions and views of others (VCNRC071) | initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to othersVC2LNR10C01 | Wording combined and refined. Contexts for interactions broadened |
| Participate in and contribute ideas and opinions to collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions (VCNRC070) Participate in and sustain classroom interactions by elaborating on opinions and ideas and discussing the opinions and views of others (VCNRC071) | contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiencesVC2LNR10C02 | Wording combined and refined. Contexts for interactions broadened |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Obtain, analyse and evaluate information and ideas from multiple spoken, written, print or digital sources on a range of issues (VCNRC072) | interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audienceVC2LNR10C03 | Reference to macro skills expanded to include viewing |
| Interpret and discuss different imaginative texts, expressing and justifying opinions on aspects such as themes, mood, emotions and language choices (VCNRC074)Reflect on issues related to intercultural experiences, questioning preconceptions and generalisations, and taking responsibility for modifying language and behaviours (VCNRC078)Discuss the interrelationship between linguistic elements, context, purpose, audience and structure of a wide range of text types and identify how cultural elements are incorporated (VCNRU082) | apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsVC2LNR10C04 | Combined and refined. References to specific text types and activities moved to elaborations. Reference to ‘intercultural experience’ expanded to ‘intercultural understanding’ |
| Translate and analyse a range of texts comparing interpretations and explaining differences in meaning (VCNRC076) |  | Removed reference to the skill of translating as the sub-strand ‘Translating’ has been removed. Specific activities have been moved to the elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Adapt and present information, ideas and opinions on a range of issues in a variety of text types and modes selected to suit audience and purpose (VCNRC073) Create and perform a variety of imaginative texts for different audiences, manipulating language and experimenting with different techniques such as imagery or sound effects (VCNRC075) | create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiencesVC2LNR10C05 | Combined and refined. Specific text types moved to elaborations. Reference to creating texts for different audiences retained |
| Create a range of bilingual texts for a variety of purposes and audiences, reflecting on how meaning can be conveyed effectively (VCNRC077) |  | Removed. Specific activities have been moved to the elaborations |

#### VC2 strand: Understanding Language and Culture

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Use pronunciation rules and apply features of the spoken language being studied such as intonation, stress and rhythm and extend to more advanced spelling and punctuation rules (VCNRU080) | apply features and conventions of the spoken target language to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contextsVC2LNR10U01 | Refined. Specific language conventions and elements moved to elaborations |
| Understand and apply grammatical structures recognising that they serve particular functions and that grammatical choices shape meaning (VCNRU081) | apply understanding of context and grammatical structures to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas, and conventions appropriate to formality and text typeVC2LNR10U02 | Refined. The words ‘some complex structures’ added to support the learning progression |
|  | reflect on and evaluate texts in the target language, using metalanguage to analyse language structures and featuresVC2LNR10U03 | New. Explicit reference to metalanguage included to support literacy development more broadly |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on issues related to intercultural experiences, questioning preconceptions and generalisations, and taking responsibility for modifying language and behaviours (VCNRC078) Engage in intercultural experiences, reflecting on own cultural identity and how this shapes personal ways of communicating and thinking (VCNRC079) Analyse culturally specific ways of interacting in the language being studied and how and why language use varies according to cultural contexts, considering why these interactions differ from those in English or in other languages (VCNRU083)Understand that language, culture and communication are interrelated and shaped by each other, and recognise how this influences attitudes and beliefs (VCNRU085) | reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicatingVC2LNR10U04 | Combined and refined to be more concise. Specific activities moved to elaborations |
| Reflect on the dynamic and ecological nature of language, and that all languages influence each other (VCNRU084) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |

## Levels 7 and 8 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students use the language being studied to describe feelings, express likes and dislikes and exchange information about their personal worlds, including information about themselves, their family, friends and interests. They interact with others in collaborative and classroom activities, using modelled language to carry out transactions, ask and respond to familiar questions, follow instructions, and seek assistance or permission. When interacting, students pronounce sounds in the language being studied, and use intonation and accentuation. They obtain information and identify key points from different sources, using non-verbal and contextual clues to help make meaning. Students describe characters, events and ideas in imaginative texts using high frequency vocabulary and create short informational and imaginative texts using modelled sentence structures and formulaic expressions. They use the present tense, common verbs and other grammatical structures to create simple sentences and phrases. They translate and interpret texts, such as emails, signs and notices, using contextual clues and textual features and create simple bilingual texts for classroom use. When interacting, students modify their language and behaviour and recognise that aspects of their own language and culture impact on intercultural exchange.Students identify the similarities and differences between the sound systems of the language being studied and English. They describe the key features of common types of texts, comparing them with equivalent text types in English, for example, a diary entry, or party invitation. They give examples of how language varies according to participants, roles and relationships, and context and culture. They identify ways that the language and culture being studied have influenced and continue to influence and be influenced by many global languages. They analyse words and expressions to identify and explain connections between language and culture. | By the end of Level 8, students use the target language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in the target language or English, and demonstrate their understanding of context, purpose and audience in texts. They use the writing system and familiar language, modelled sentences, grammatical structures and some textual conventions to create texts in the target language appropriate to audience.Students begin to use pronunciation, intonation and rhythm in the spoken language to develop fluency. They demonstrate understanding that the target language has conventions for non-verbal, spoken and written communication. They comment on aspects of the target language and English-language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Specific references to language structures, learning activities and stimulus texts have been moved to the elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

**VC2 strand: Communicating Meaning in the Language**

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with peers and teacher to exchange information and opinions about self, family, friends and interests, and express feelings, likes and dislikes (VCNRC086) | interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worldsVC2LNR8CM01 | Refined. Specific topics moved to elaborations |
| Interact in class routines and exchanges by asking and responding to questions, following instructions and seeking help and permission (VCNRC088) | develop language to interact in exchanges, routines and tasks related to their classroom and interestsVC2LNR8CM02  | Refined. Specific activities moved to elaborations to broaden context |
| Participate in collaborative activities, such as performances and presentations, that involve planning and making arrangements (VCNRC087) | engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environmentVC2LNR8CM03 | Refined |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Locate and use key points of information, such as main ideas, specific details and general descriptions from a range of spoken, written and visual texts (VCNRC089) Listen to, read and view imaginative texts and respond by describing aspects, such as characters, events and ideas (VCNRC091) | locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audienceVC2LNR8CM04 | Combined and refined. Reference to macro skills retained, including viewing. Specific text types and activities moved to elaborations |
| Translate and interpret texts such as emails, signs and notices, using contextual cues and familiar textual features and recognising aspects that are similar and different in the two language versions (VCNRC093)Understand that the language being studied, like all languages, varies according to participants, roles and relationships, context and culture (VCNRU100)Identify connections between language, culture and communication, recognising how communication styles and practices vary across cultures and how intercultural exchange involves the exchange of meaning as well as words (VCNRU102) Compare and contrast the structure and linguistic features of different types of text, developing understanding of the relationship between context, purpose and audience, and identifying culturally specific elements (VCNRU116)Explain how meanings may vary according to cultural assumptions and perspectives that people bring to interactions and experiences, recognising that such variations impact on intercultural communication (VCNRU119) | develop and apply strategies to interpret and respond to texts in the target language, and to convey meaning and intercultural understanding in language in familiar contextsVC2LNR8CM05 | Combined and refined to be more concise. References to specific text types and activities moved to elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Use spoken, written and multimodal forms of presentation to convey information on selected topics of interest (VCNRC090) Create or represent and perform own imagined scenarios, characters and events, using stimulus materials and modelled language (VCNRC092) | create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventions, using the writing system of the target languageVC2LNR8CM06 | Combined and refined. Specific activities and texts moved to elaborations to make it more concise  |
| Create bilingual texts and resources to support their own learning (VCNRC094) |  | Removed. Specific activities have been moved to the elaborations |

**VC2 strand: Understanding Language and Culture**

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | recognise and apply the sounds and conventions of the spoken target language to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contextsVC2LNR8UL01 | Newly created to focus on the development of spoken language skills |
| Recognise and use vocabulary and grammatical elements to create simple sentences and phrases (VCNRU098) | apply understanding of the writing system of the target language and use grammatical structures and formulaic expressions to respond to and create a range of texts using conventions appropriate to audience and text typeVC2LNR8UL02 | Expanded. Reference to students developing skills in using the writing system added. Reference to students using language appropriate to audience and text type added, supporting students to create texts for different purposes |
| Identify similarities and differences between the phonological and orthographic systems of English and the language being studied (VCNRU097)Recognise and understand characteristic features of common types of text, comparing them with equivalent texts in English (VCNRU099) | compare the structures and features of the target language with English and/or other languages using some metalanguageVC2LNR8UL03 | Refined and reworded in plain English and to be more concise. Reference to comparisons with other languages, not just English, added to acknowledge Victoria’s multilingual student population. Explicit reference to metalanguage added to support literacy development more broadly |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise their own and others’ ways of expressing identity, reflecting on the relationship between language, culture and identity (VCNRC096) Identify connections between language, culture and communication, recognising how communication styles and practices vary across cultures and how intercultural exchange involves the exchange of meaning as well as words (VCNRU102)Understand that the language being studied, like all languages, varies according to participants, roles and relationships, context and culture (VCNRU100) | recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LNR8UL04 | Combined and refined to be more concise. Specific activities and topics moved to elaborations |
| Engage with speakers of the language being studied, recognising that interaction involves the expression of cultural experience and values as well as language (VCNRC095) |  | Removed. Specific activities have been moved to the elaborations |
| Understand that the language being studied continues both to influence and change through interaction with other languages and cultures (VCNRU101) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |

## Levels 9 and 10 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 10 students initiate and sustain interactions with peers by sharing opinions and experiences and comparing aspects of teenage life. They interact with others to make decisions and plan events. They ask and respond to questions, clarify understanding and express agreement or disagreement in structured discussions and tasks, and spoken and written transactions. When interacting, they use appropriate pronunciation, rhythm and stress. Students locate and analyse information and perspectives from a range of texts and communicate information and ideas using different modes of presentation selected to suit audience and purpose. They share their responses to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices. They use different techniques to produce imaginative texts for different audiences. They use a range of grammatical structures and elements and apply their knowledge of vocabulary and grammatical structures to extend meaning. They translate, interpret and create texts, such as notices, posters, advertisements, announcements and blogs, into the language being studied and English for the wider community. When interacting, students share responsibility for making meaning. They provide examples of how their identity influences their intercultural exchanges.Students identify and reproduce the sounds and letters of the language being studied. They analyse a range of text types in various modes to explain the relationship between context, purpose and audience and to identify structural, linguistic and culturally-specific features. They compare the language being studied and culture in various linguistic and cultural settings in Australia and overseas, and provide reasons for variations that exist. They identify ways that the language being studied has changed over time and propose reasons why it continues to change. They explain how cultural assumptions, attitudes and beliefs can affect interactions and appreciate the importance of mutual understanding in effective communication. | By the end of Level 10, students initiate and sustain the use of the target language to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in the target language or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written language to create texts.Students apply features and conventions of the spoken target language to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They discuss the structures and features of texts in the target language using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning the target language, to discuss how this influences their ideas and ways of communicating. | Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Specific references to language structures, learning activities and stimulus texts have been moved to the elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

**VC2 strand: Communicating Meaning in the Language**

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate and sustain interactions by sharing personal opinions and experiences with peers and comparing aspects of young people’s lives, such as relationships, events and aspirations (VCNRC103) | initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worldsVC2LNR10CM01 | Context broadened and specific topics moved to elaborations |
| Participate in structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement (VCNRC105) | use the target language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss VC2LNR10CM02 | Refined and broadened |
| Participate in collaborative planning and decision making for events and shared experiences, and engage in different forms of spoken and written transactions (VCNRC104) | use spoken and written exchanges in the target language to discuss, plan and reflect on activities, events and experiences with peersVC2LNR10CM03 | Refined by moving activities and topics to elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Obtain, analyse and use information from a range of spoken, written, digital and visual texts, identifying and comparing perspectives on social and cultural issues (VCNRC106)Respond to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices (VCNRC108) | interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audienceVC2LNR10CM04 | Combined and refined. Reference to macro skills retained, including viewing. Specific references to topics and activities moved to elaborations |
| Respond to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices (VCNRC108)Compare and contrast the structure and linguistic features of different types of text, developing understanding of the relationship between context, purpose and audience, and identifying culturally specific elements (VCNRU116) Translate and interpret a range of community and social media texts such as posters, advertisements and blogs, identifying and explaining words or expressions of specific cultural significance (VCNRC110) | apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsVC2LNR10CM05 | Combined and refined. Reference to ‘translating’ removed to focus on essential skills. Reference to ‘intercultural understanding’ added. Specific text types and activities moved to elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Adapt and present information and ideas on a variety of topics using presentation modes selected to suit different audiences and to achieve specific purposes (VCNRC107) Experiment with different techniques to create and present imaginative texts designed to engage different audiences (VCNRC109) | create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiencesVC2LNR10CM06 | Combined and refined for clarity. Reference to students using language for a range of purposes, contexts and audiences retained |
| Create bilingual texts that draw on the language being studied and English for different purposes, such as menus or product instructions designed for both language contexts (VCNRC111) |  | Removed. Specific activities have been moved to the elaborations |

**VC2 strand: Understanding Language and Culture**

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise and reproduce sound-letter relationships and combinations in the language being learned in spoken and written forms and key features of pronunciation, rhythm and stress (VCNRU114) | apply features and conventions of the spoken language to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contextsVC2LNR10UL01 | Moved specific language elements to elaborations to broaden context. Reference to ‘enhance and extend fluency’ added to support the learning progression |
| Develop knowledge of vocabulary and sentence structures to elaborate meaning (VCNRU115) | apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text typeVC2LNR10UL02 | Refined and expanded. Reference to ‘some complex structures’ included to support progression |
|   | reflect on and evaluate texts in the target language, using metalanguage to discuss language structures and featuresVC2LNR10UL03 | New. Included reference to metalanguage to support literacy development more broadly |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explain how meanings may vary according to cultural assumptions and perspectives that people bring to interactions and experiences, recognising that such variations impact on intercultural communication (VCNRU119) Consider how cultural identity influences interactions in culturally and linguistically diverse contexts such as Australia (VCNRC113) Examine how the language being studied and culture is variously expressed in different linguistic and cultural settings, identifying and explaining variations (VCNRU117) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicatingVC2LNR10UL04 | Combined and refined for clarity and to be more concise. Specific examples moved to elaborations |
| Interact with speakers of the language being studied and resources, recognising that intercultural communication involves shared responsibility for communication (VCNRC112) |  | Removed. The sub-strand ‘Reflecting’ has been removed |
| Understand how the language being studied has evolved, and how it continues to change over time due to processes such as globalisation, migration, and the influence of technology and popular culture (VCNRU118) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |