# 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 play and action-related language. They use greetings and respond to instructions through actions. Students pronounce the sounds of the language. They recognise simple questions and can respond to them, in addition to names and numbers (up to ten). They listen to texts and identify specific words such as names of objects and people, and respond by acting or by drawing or labelling a picture. They read texts with the teacher and peers, and participate in songs and chants. They present factual information at word and simple sentence level, such as lists, labels, descriptions and sharing/news reports, relying on formulaic language and modelled examples. They show comprehension and create simple texts such as a description, story or comic by matching pictures and captions. They use vocabulary related to their class and home environments. Students recognise simple verbs and use pronouns to address others. Students comment on similarities and differences in meanings of words, noticing that some cannot be readily translated. They comment on aspects of using the language and express feelings about learning languages.Students recognise that the language is written using the same alphabet as English but that many sounds are different. They know that they communicate in English (and possibly other languages) and they recognise that some words in the language are similar to English. Students identify some distinctive words in the language. They are aware that language and culture are related. | 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). | * 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 the achievement standard more manageable for teachers 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)
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### 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** |
| --- | --- | --- |
| Notice what may look or feel similar or different to own language and culture when interacting in the language being studied [(VCRAC010)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC010) | notice that the target language looks and sounds different to other languagesVC2LR2E01 | * Newly created and incorporating elements from VCRAC010
 |
|  | develop oral language skills through exploring and listening to the sounds and patterns of the languageVC2LR2E02 | * Newly created for the Engaging with the language sub-strand and to show progression from VC2LR2E01
 |
| Participate in structured play and class activities, exchanging greetings and information about self, family and interests with peers and teacher [(VCRAC001)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC001)Participate with teacher and peers in class routines and activities [(VCRAC003)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC003) | 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 | * Combined and refined. Specific topics removed to be more concise and improve teachability
 |

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Participate in structured play and class activities, exchanging greetings and information about self, family and interests with peers and teacher [(VCRAC001)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC001)Participate in guided group activities such as games, songs and simple tasks, using movement, gesture and pictures to support meaning [(VCRAC002)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC002)Participate in shared reading and play-acting, and respond through singing, chanting, action and movement [(VCRAC006)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC006)Recognise that ways of greeting and addressing others may change according to cultural norms [(VCRAU015)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU015) | explore connections between language and culture through play and/or imaginationVC2LR2E04 | * Combined and refined. Specific activities moved to elaborations. Reference to play retained 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 |
| --- | --- | --- |
| Participate in structured play and class activities, exchanging greetings and information about self, family and interests with peers and teacher [(VCRAC001)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC001)Give factual information about self, family and significant objects using labels, captions and descriptions [(VCRAC005)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC005)Recognise questions, commands and simple sentences, and develop vocabulary for people, places and things in their personal world [(VCRAU013)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU013) | communicate using formulaic and modelled language relating to aspects of their personal worldVC2LR2C01 | * Combined and refined to broaden context to include all aspects of students’ personal world. Specific activities and topics moved to elaborations
 |
| Participate in guided group activities such as games, songs and simple tasks, using movement, gesture and pictures to support meaning [(VCRAC002)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC002)Participate in shared reading and play-acting, and respond through singing, chanting, action and movement [(VCRAC006)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC006) | participate in a range of guided language activities using formulaic expressions, and visual and spoken cuesVC2LR2C02 | * Combined and refined for clarity. References to pedagogy and stimulus texts moved to elaborations
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##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Locate specific words and familiar phrases in texts such as charts, lists and songs, and use information to complete guided oral and written tasks [(VCRAC004)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC004) | locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrasesVC2LR2C03 | * Refined to improve teachability. Specific references to activities and stimulus texts moved to elaborations
 |
| Participate in shared reading and play-acting, and respond through singing, chanting, action and movement [(VCRAC006)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC006)Develop awareness that languages borrow from each other [(VCRAU016)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU016) | 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 | * Amalgamated, modified and expanded. Reference to explore added and reference to play retained to reflect the nature of early language learning and to connect to VEYLDF. Specific references to activities moved to elaborations. Explicit reference to progression added by including ‘sounds, words and phrases’
 |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Use familiar words, phrases and patterns to create captions and participate in shared performances and games [(VCRAC007)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC007)Create captions, labels and statements for the immediate learning environment [(VCRAC009)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC009) | 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 | * Refined to include reference to ‘using words, familiar phrases and modelled language’ as a learning progression. References to texts broadened
 |
| Translate familiar words and phrases, using visual cues and word lists, noticing how words may have similar or different meanings [(VCRAC008)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC008) |  | * Removed reference to the skill of translating as the sub-strand ‘Translating’ has been removed. Specific activities have been moved to the elaborations, although some aspects retained in VC2LR2C04 and VC2LR2C05
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#### 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 |
| --- | --- | --- |
| Reproduce the sound and spelling of the letters and recognise that the language is written using the Roman alphabet [(VCRAU012)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU012) | imitate the pronunciation and intonation of the spoken language, and understand how sounds are producedVC2LR2U01 | * Refined to focus only on oral and aural language skills, to reflect the nature of early language learning. References to writing moved to VC2LR2U03 and VC2LR2U04
 |
| Reproduce the sound and spelling of the letters and recognise that the language is written using the Roman alphabet [(VCRAU012)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU012)Recognise questions, commands and simple sentences, and develop vocabulary for people, places and things in their personal world [(VCRAU013)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU013) | identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrasesVC2LR2U02 | * Refined and combined to reflect the learning trajectory of students and skill development of early learners
 |
| Reproduce the sound and spelling of the letters and recognise that the language is written using the Roman alphabet [(VCRAU012)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU012) | 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 | * Refined to focus on written language skills. Reference to explore added to reflect the nature of early language learning and to connect to VEYLDF
 |
| Notice what may look or feel similar or different to own language and culture when interacting in the language being studied [(VCRAC010)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC010)Understand that language is organised as ‘text’, and recognise features of texts such as songs, chants, labels and captions [(VCRAU014)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU014) | 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 languages VC2LR2U04 | * Combined and refined to be more concise. Specific language elements and reference to pedagogy 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 |
| --- | --- | --- |
| Notice what may look or feel similar or different to own language and culture when interacting in the language being studied [(VCRAC010)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC010)Describe aspects of self, such as family, school/class, gender and language/s, noticing how these are part of one’s identity [(VCRAC011)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC011)Recognise that ways of greeting and addressing others may change according to cultural norms [(VCRAU015)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU015) | 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 | * Combined and refined. References to identity and broader language communities strengthened and the interconnectedness of language and culture emphasised to support students’ own understanding of intercultural capability
 |
| Notice that the languages people use and the way they use them relate to who they are and where and how they live [(VCRAU017)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU017) | identify where the target language is used around the world and recognise that there are many different languages spoken in communities throughout Australia VC2LR2U06 | * 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 engage in classroom routines and structured interactions with teachers and peers. They reproduce a range of the sounds of the language. Students follow instructions, make requests and respond with actions. They respond to questions, often by using a simple phrase. They engage with texts, relying on graphics, key words and examples to support understanding, and respond using formulaic language. Students present factual information in texts such as descriptions, lists and tables. They work with modelled language to create their own texts, such as sequencing pictures and statements to create a comic and using word lists to complete a paragraph or simple story. Students use vocabulary related to school, home and some interests to create simple informative and descriptive texts. They describe amounts using cardinal numbers and create plurals. Students state preferences and use adjectives, including adjectives of size and colour. They create sentences, and use simple possessive structures and conjunctions. Students translate texts using word lists and dictionaries, identifying words and expressions that do not have word-to-word equivalence. They begin to observe how language use, including their own, is influenced by culture and notice how it can influence intercultural experiences.Students differentiate spoken statements from questions. They recognise that the word order in the language being studied differs from English. They understand that language use varies according to who is using it and with whom, and that some terms have specific cultural meanings. They make comparisons between the language and English, particularly noticing similarities and differences in cultural practices related to daily routines and 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.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. | * 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 |
| --- | --- | --- |
| Share with peers and teacher information about aspects of the students’ personal world [(VCRAC018)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC018)Respond to questions, instructions and requests, and participate in routine exchanges [(VCRAC020)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC020)Obtain and share information from peers and texts related to family, home, routines and interests [(VCRAC021)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC021) | initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressionsVC2LR4C01 | * Combined and refined. Specific topics and activities moved to elaborations
 |
| Contribute to class activities such as solving a problem or planning an event [(VCRAC019)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC019) | participate in activities that involve expressing interests and exchanging information with others, using a range of familiar phrases and modelled structures VC2LR4C02 | * 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

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| --- | --- | --- |
| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| Listen to, read and view creative texts such as rhymes, songs and stories, identifying characters and acting out events [(VCRAC023)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC023) | locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal textsVC2LR4C03 | * Refined to specify macro skills more explicitly. Reference to viewing retained. Reference to particular activities and stimulus texts removed to broaden the context and be more concise
 |
| Translate using textual cues such as pictures, layout and key words to predict meaning, and comment on the non-equivalence of words due to cultural differences [(VCRAC025)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC025)Make connections between cultural practices and language use, such as specific vocabulary and expressions [(VCRAU034)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU034)Communicate in the language using routine phrases and expressions, recognising that such language reflects cultural practices and norms [(VCRAC027)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC027) | develop strategies to comprehend and produce the target language, adjusting language to convey meaning and/or intercultural understanding in familiar contextsVC2LR4C04 | * Explicit reference to development of language learning strategies added. References to cultural differences and cultural practices broadened to intercultural understanding
 |
| Produce texts such as descriptions and signs in both the language and English for the school community [(VCRAC026)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC026) |  | * 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 |
| --- | --- | --- |
| Present information about school and neighbourhood using tables, lists and descriptions [(VCRAC022)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC022)Create texts such as dialogues and stories, using formulaic expressions and modelled language [(VCRAC024)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC024) | create and present spoken and written texts using formulaic expressions, simple phrases and sentences, and modelled textual conventionsVC2LR4C05 | * Combined and refined to be more concise. References to stimulus texts and topics moved to 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 pronunciation conventions, including loan words from English and intonation for questions, statements and commands [(VCRAU029)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU029) | recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentencesVC2LR4U01 | * Refined for clarity. Learning progression articulated with the addition of ‘words, phrases and simple sentences’
 |
| Develop understanding of ways to express possession and describe qualities of people and objects, and expand vocabulary and grammatical elements related to personal and social world [(VCRAU030)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU030) | recognise and use modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaningVC2LR4U02 | * Refined. Teachability improved by articulating learning progression and moving specific topics to elaborations
 |
| Recognise that texts such as stories, games and conversations have particular features [(VCRAU031)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU031) | recognise and compare familiar structures and features of the target language with those of English and/or other languages, using simple metalanguageVC2LR4U03 | * Refined to broaden reference to stimulus texts. Comparison with other languages added to acknowledge Victoria’s multilingual students. Explicit reference to metalanguage added to support literacy development more broadly
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##### Sub-strand: Understanding the interrelationship of language and culture

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| --- | --- | --- |
| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| Interact with others and notice how identity is acknowledged, such as in use of terms of address, who and what is included, and what language is used [(VCRAC028)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC028)Understand that language may vary according to age, gender and social position, such as place in the family [(VCRAU032)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU032)Recognise the areas of the world where the language is spoken [(VCRAU033)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU033) | identify connections between personal identity, language and aspects of cultureVC2LR4U04 | * Combined and refined to be more concise. 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 language to convey information about themselves, their family and friends, and daily routines and activities. They locate specific details and use familiar words and phrases to predict meanings in texts. They respond to and create texts such as descriptions and conversations to share factual and imaginative ideas and experiences, using formulaic phrases and modelled language. Students produce the sounds of the language, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words. They ask and respond to questions, and interact spontaneously with peers in discussions on familiar topics. Students use a range of verbs. They use numbers, describe character and appearance and understand the use of word order. Students use possessive forms with some accuracy and describe events in time using numbers and days of the week. They translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures. Students comment on how experiences and cultural perspectives, including their own, influence people’s assumptions and language use in intercultural interactions.Students understand that they are studying a language system that has rules, and that some aspects are similar to English. They recognise features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs. Students observe that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed. They recognise loan words from English and their distinctive spelling and pronunciation in the language being studied. They comment on similarities and differences between aspects of language and culture, such as celebrations, leisure, environment or pronunciation and intonation. Students understand that some terms and expressions reflect culture-specific practices and cannot be directly translated. | 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. | * 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 to describe aspects of daily life, school, friends and pastimes [(VCRAC035)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC035) | initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment VC2LR6C01 | * Refined. Topics broadened to give greater flexibility to teachers
 |
| Collaborate with peers to plan and conduct a shared event or activity [(VCRAC036)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC036)Participate in classroom interactions and structured tasks by asking and responding to questions, seeking permission and expressing preferences [(VCRAC037)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC037) | participate in activities that involve discussion and planning with others, using language that expresses information, preferences and ideasVC2LR6C02 | * Combined and refined to be 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 |
| --- | --- | --- |
| Locate, classify and compare factual information from texts about aspects of daily life and significant events across cultures [(VCRAC038)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC038) Convey information about aspects of language and culture using diagrams, charts, timelines, descriptions and guided reports [(VCRAC039)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC039) Develop awareness that language use reflects different contexts, purposes and audiences [(VCRAU049)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU049) | locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose VC2LR6C03 | * Combined and articulated macro skills, including viewing, more explicitly. Examples of topics moved to elaborations to be more concise
 |
| Convey information about aspects of language and culture using diagrams, charts, timelines, descriptions and guided reports [(VCRAC039)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC039) Engage with texts such as cartoons, dialogues and fairy tales, and respond by describing aspects such as characters and actions [(VCRAC040)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC040) | apply strategies to interpret and convey meaning and/or intercultural understanding in the target language in familiar non-verbal, spoken and written contextsVC2LR6C04 | * Combined and refined. Examples of stimulus texts moved to elaborations to be more concise. Context broadened to make intercultural understanding more explicit
 |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Compose and perform texts such as a skit, rap or video clip, based on a stimulus, concept or theme [(VCRAC041)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC041)Convey information about aspects of language and culture using diagrams, charts, timelines, descriptions and guided reports [(VCRAC039)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC039)  | create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type VC2LR6C05 | * Combined and refined. Context broadened to include a wider range of language skills. References to specific text types for production moved to elaborations
 |
| Translate texts from the language to English and vice versa, selecting from possible choices to create appropriate meanings [(VCRAC042)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC042) |  | * Removed reference to the skill of translating as the sub-strand ‘Translating’ has been removed. Specific activities have been moved to the elaborations
 |
| Create for the school community simple bilingual texts such as reports, instructions and games [(VCRAC043)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC043) |  | * 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 |
| --- | --- | --- |
| Notice pronunciation of the sounds of the language and the difference in pronunciation of loan words from English [(VCRAU046)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU046) | apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm in words, phrases and sentencesVC2LR6U01 | * Refined. Context broadened and progression articulated by adding language elements in a sequence of increasing complexity: ‘words, phrases and sentences’
 |
| Understand how to use prepositions, and continue to expand knowledge of verbs and vocabulary [(VCRAU047)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU047)Develop understanding of how the choice of text type influences the use of grammatical structures and rules [(VCRAU048)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU048) | recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text typeVC2LR6U02 | * Combined and refined. Specific language elements moved to elaborations
 |
| Recognise influences from other languages, such as regional and foreign languages [(VCRAU050)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU050) | compare structures and features of the target language with those of English and/or other languages, using familiar metalanguageVC2LR6U03 | * Combined and refined. Comparison with other languages added 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 |
| --- | --- | --- |
| Engage in intercultural experiences, describing aspects that are unfamiliar or uncomfortable and discussing own reactions and adjustments [(VCRAC044)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC044)Share experiences of learning and using the language, and comment on aspects of the culture(s) studied that have been accepted or rejected and how this has impacted on the students' own identity [(VCRAC045)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC045)Recognise that language and culture are integral to the nature of identity and communication [(VCRAU051)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU051) | recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal, non-verbal and written communicationVC2LR6U04 | * Combined and refined to be more concise. Specific activities moved to elaborations
 |

## 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 language to interact and exchange ideas, experiences and interests with teachers, peers and others. When interacting, they ask questions, respond to questions and clarify their answers. Students give opinions, make comparisons and state preferences. They locate and evaluate factual information in texts, and create informative and imaginative texts (such as forms of correspondence, stories or reports) using models. They vary their sentence construction to create interest for the audience. Students use cohesive devices such as time markers and a range of personal pronouns and verbs. Students describe qualities using colours and adjectives. They refer to the past and future using time indicators. They translate across languages, noticing where equivalence may not be possible, for example, daylight saving. They comment on their reactions to intercultural experiences, describing aspects that do or do not fit with their own identity and considering why.Students differentiate between similar-sounding words and how they are written and apply correct spelling conventions. They recognise how possessive forms differ from English and have a metalanguage to identify common features such as nouns, pronouns, verbs and adjectives. Students identify and reproduce features of familiar text types such as emails, stories and dialogues. They notice how languages and cultures influence each other, particularly noticing borrowings from other languages. Students understand that cultural values and ideas are embedded in language use, including their own, and consider where these may have come from and how they may be seen from another cultural perspective. | 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. | * 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 |
| --- | --- | --- |
| Engage with others to exchange ideas, experiences and interests [(VCRAC052)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC052) Interact with others by making requests, seeking clarification, checking understanding and expressing opinions [(VCRAC054)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC054) | initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to othersVC2LR8C01 | * Combined and refined to broaden context. Specific activities moved to elaborations
 |
| Make plans, solve problems and address needs by, for example, corresponding and transacting in real or simulated situations [(VCRAC053)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC053) | use language to negotiate and problem-solve collaboratively to plan projects and eventsVC2LR8C02 | * 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 |
| --- | --- | --- |
| Identify, summarise and evaluate factual information related to topics of interest such as leisure, food and diet, entertainment and special occasions [(VCRAC055)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC055)Recognise formal and informal forms and that their style and use depend on the context, purpose and audience [(VCRAU066)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU066) | interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audienceVC2LR8C03 | * Combined and refined to be more concise. Reference to macro skills added, including viewing. Specific topics moved to elaborations
 |
| Identify, summarise and evaluate factual information related to topics of interest such as leisure, food and diet, entertainment and special occasions [(VCRAC055)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC055)Respond to aspects of imaginative texts by expressing opinions and feelings about them and comparing these with imaginative texts in own language and culture [(VCRAC057)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC057) | apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contextsVC2LR8C04 | * Combined and refined to be more concise. Reference to strategies added. Specific topics, text types and activities moved to elaborations
 |
| Translate and analyse a range of texts, comparing language choices and exploring differences in meanings [(VCRAC059)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC059) |  | * 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 |
| --- | --- | --- |
| Give presentations to describe, compare and report on experiences and topics of interest [(VCRAC056)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC056)Create individual and shared texts about imagined people, places and experiences, in order to entertain others [(VCRAC058)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC058) | create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and contextVC2LR8C05 | * Combined and refined to be more concise. Specific examples and activities moved to elaborations
 |
| Create bilingual texts in collaboration with others for the wider community [(VCRAC060)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC060) |  | * 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 how stress works in the language and the use of intonation [(VCRAU063)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU063) | apply conventions of the spoken target language to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contextsVC2LR8U01 | * Broadened to include additional conventions of the spoken target language
 |
| Develop knowledge of verb rules and how to link and extend ideas by using adverbs, cohesive devices and other elements of grammar [(VCRAU064)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU064)Expand understanding of textual conventions, particularly related to social and informational media [(VCRAU065)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU065)Recognise formal and informal forms and that their style and use depend on the context, purpose and audience [(VCRAU066)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU066) | apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text typeVC2LR8U02 | * Combined and refined. Specific language elements moved to elaborations. References to conventions, audience and text type retained
 |
|  | reflect on the structures and features of the target language, and compare them with English and/or other languages, using some metalanguageVC2LR8U03 | * New. Comparison with other languages included to acknowledge Victoria’s multilingual students. 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 |
| --- | --- | --- |
| Participate in intercultural interactions with peers, comparing aspects of culture, monitoring how own culture impacts on language use and how this may enhance or inhibit understanding [(VCRAC061)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC061)Consider how the students' own biographies, including family origins, traditions and beliefs, impact on identity and shapes the students' intercultural experiences [(VCRAC062)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC062)Understand that language is not neutral and that its use reflects cultural ideas, assumptions and perspectives [(VCRAU068)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU068) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LR8U04 | * Combined and refined. Removed specific elements to be more concise. Activities moved to elaborations
 |
| Understand that languages continue to change over time due to influences such as globalisation and technology [(VCRAU067)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU067) |  | * 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 language to communicate with teachers, peers and others in a range of settings and for a range of purposes. They pronounce the sounds of the language accurately and use stress to create fluency in sentences. Students use and respond to open-ended questions and use strategies for initiating, sustaining and concluding oral and written exchanges. They locate, synthesise and evaluate specific details and meaning from a range of texts. Students create a range of personal, informative, persuasive and imaginative texts, working independently, drafting and editing, and seeking timely feedback. They include time markers, and conjunctions to extend meanings such as in stories, comics, and written and oral reports. Students expand descriptions and ideas, and incorporate different sentence structures to vary expression. They express opinions, make comparisons, and incorporate emotions and humour. Students describe possibilities and express aspirations. They translate texts and create bilingual texts, relying on textual features, patterns and grammatical knowledge, and comment on how meaning can vary across languages and cultures, such as the use of idioms and culture-specific terms. Students express reactions to intercultural experiences, and discuss their assumptions, interpretations and any adjustments they make in their language use to cater for the perspective of speakers of the language.Students understand that spoken and written language may vary, noticing informal and formal forms and the use of exclamations. They recognise contractions, acronyms and abbreviations such as texting language. Students use metalanguage to discuss possessive forms and word order and are able to predict meaning and decode new words using dictionaries. They understand how language is used to create particular effects and influence others, such as through the use of rhetorical devices. They explain aspects of the studied language and culture/s and the importance of language and ethnicity as identity markers. Learners make connections between language use and cultural practices, values and assumptions, both in the language studied and in their own language use. | 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 |
| --- | --- | --- |
| Build relationships by sharing personal opinions, memories and feelings about aspects of childhood, teenage life and aspirations [(VCRAC069)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC069)Take responsibility by initiating interactions, solving problems and encouraging others to act [(VCRAC070)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC070) | 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 | * Combined and refined wording by emphasising language use. Improved teachability by removing specificity of topics. Broadened contexts for interactions
 |
| Engage in language learning tasks and experiences through discussion, justifying opinions and reflecting on own language learning [(VCRAC071)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC071) | contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences VC2LR10C02 | * Refined
 |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Investigate, synthesise and evaluate information from a range of perspectives in relation to topical issues and concepts from a range of learning areas [(VCRAC072)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC072) | 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 | * Refined to articulate macro skills, including viewing, more explicitly
 |
| Engage with a variety of imaginative texts, analysing ideas and values, discussing responses and altering key aspects [(VCRAC074)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC074)Analyse the ways in which the language varies according to spoken and written forms, cultural context and subcultures [(VCRAU083)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU083) | 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 | * Combined and refined. References to specific text types and activities moved to elaborations
 |
| Translate a range of informative, literary and personal texts, comparing interpretations and explaining how cultural perspectives and concepts have been represented [(VCRAC076)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC076) |  | * 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 |
| --- | --- | --- |
| Construct and present a range of texts (such as presentations, reports and reviews) related to social issues and topics of interest [(VCRAC073)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC073)Create a variety of imaginative texts to express ideas, attitudes and values, for a range of audiences [(VCRAC075)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC075) | create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiencesVC2LR10C05 | * Combined and refined. Specific text types moved to elaborations. Reference to creating texts for different audiences retained
 |
| Create parallel texts in the language and in English for a range of purposes and audiences, for the wider community [(VCRAC077)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC077) |  | * 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 |
| --- | --- | --- |
| Understand pronunciation and intonation conventions, and apply to new words and a range of complex sentences [(VCRAU080)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU080) | 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 | * Refined. Specific language conventions and elements moved to elaborations
 |
| Analyse complex noun and verb forms, and recognise sentence structures and elements of grammar [(VCRAU081)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU081)Recognise the purpose and features of a range of texts such as persuasive, argumentative and expository texts [(VCRAU082)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU082) | 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 | * Combined and refined to broaden language elements. The word ‘respond’ added to make student output more explicit
 |
| Recognise the purpose and features of a range of texts such as persuasive, argumentative and expository texts [(VCRAU082)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU082) | reflect on and evaluate texts in the target language, using metalanguage to analyse language structures and featuresVC2LR10U03 | * Refined for clarity. Explicit reference to metalanguage added to support literacy development more broadly. Specific examples of texts 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 |
| --- | --- | --- |
| Understand the power of language to influence people’s actions, values and beliefs, and appreciate the value of linguistic diversity [(VCRAU084)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU084)Understand that languages and cultures are interrelated; they shape and are shaped by each other, in a given moment and over time [(VCRAU085)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU085) | 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 | * Combined and refined to be more concise
 |

## 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 share factual information and opinions about their personal worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood. They interact with others orally and in writing, asking and responding to questions, and expressing preferences. They mostly use correct pronunciation of individual and combined sounds, and use formulaic expressions to sustain interactions. Students describe qualities of appearance, colour, character and condition, and identify quantities using numbers and fractions. They respond to and create texts to describe real and imagined events and characters. Students use the features of a range of personal, informative and imaginative texts and modelled language to assist with structure, flow and coherence in their own speech and writing. They form simple sentences and link ideas using conjunctions. They refer to others using pronouns and use these in possessive form. They refer to events in time and place using time markers and/or tenses. Students predict meaning based on knowledge of their first language, text features and key words, including loan words from English. They translate texts, identifying culture-specific language such as vocabulary related to cultural practices, artefacts and the environment. Students comment on their experiences of and feelings about using the language, observing how it fits with their sense of self.Students understand that the language is used by some communities in daily life and that it is constantly changing. They recognise that spoken and written forms can vary. They recognise the flexibility of sentence structure while adhering to rules of word order. They use metalanguage to describe and compare features and rules of sentence construction. Students recognise textual features in a range of text types, such as correspondence, narrative and dialogue. They notice how language changes according to people and their relationships, such as using informal language with friends and formal language with teachers and adults. Students make connections between aspects of their own language and culture, such as particular expressions or practices, and compare these with the studied 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 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. | * 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, friends and family, pastimes, special occasions and the immediate environment [(VCRAC086)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC086) | interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worldsVC2LR8CM01 | * 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 [(VCRAC088)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC088) | develop language to interact in exchanges, routines and tasks related to their classroom and interestsVC2LR8CM02 | * Refined. Specific activities moved to elaborations to broaden context
 |
| Interact with peers and teacher to exchange information and opinions about self, friends and family, pastimes, special occasions and the immediate environment [(VCRAC086)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC086)Make plans and obtain goods or services in real or simulated situations, through corresponding and transacting with others using modelled texts [(VCRAC087)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC087) | engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environmentVC2LR8CM03 | * Combined and refined. Specific topics and 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 meaning and locate factual information (such as details about people and events) from a range of spoken and written texts, and use the information in new ways [(VCRAC089)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC089) | locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience VC2LR8CM04 | * Refined to strengthen reference to macro skills, including viewing. Specific topics moved to elaborations
 |
| Engage with imaginative texts such as cartoons, songs and stories, and respond by describing aspects such as characters, events and ideas and by creating new texts [(VCRAC091)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC091)Interact with peers and texts, noticing what and how language is being used, and considering own reactions and how these relate to own language and culture [(VCRAC095)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC095) | 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 | * Combined and refined. Specific texts 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 |
| --- | --- | --- |
| Present factual information and ideas about aspects of language and culture in oral, written and multimodal form [(VCRAC090)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC090) Create individual and shared texts with imagined scenarios, characters and events, using modelled language [(VCRAC092)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC092) | create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventionsVC2LR8CM06 | * Combined and refined. Specific activities and texts moved to elaborations to be more concise
 |

#### 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 |
| --- | --- | --- |
| Develop understanding of pronunciation related to single and combined sounds and the use of intonation in statements and questions, recognising spelling and using pronunciation conventions [(VCRAU097)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU097) | 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 | * Refined for clarity. Specific sounds and conventions moved to elaborations. Expanded to incorporate the words ‘respond to and create’ to support student output. Reference to developing fluency added to support the learning progression
 |
| Develop knowledge of structures and vocabulary for describing people, places and things, such as pronouns, verbs, adjectives, word order and other elements of grammar [(VCRAU098)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU098)Recognise grammatical structures and features in a range of personal, informative and imaginative texts, and notice how these contribute to meaning [(VCRAU099)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU099) | 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 | * Combined and refined. Specific language and grammar elements moved to elaborations. References to audience and text type added for students to create texts for different purposes
 |
| Translate and interpret texts such as descriptions, emails, signs and notices, using contextual cues and textual features, and noticing non-equivalence of meaning [(VCRAC093)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC093)Understand that the language, like all languages, varies according to participants, roles and relationships, situations and cultures [(VCRAU100)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU100) | compare the structures and features of the target language with English and/or other languages, using some metalanguageVC2LR8UL03 | * Combined, refined and reworded to be more concise. Stronger reference made to other languages to acknowledge Victoria’s multilingual student population. Explicit reference to metalanguage added to support literacy development more broadly
 |
| Create bilingual texts such as signs, posters, games and descriptions for the classroom and the school community [(VCRAC094)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC094) |  | * Removed. Specific activities have been moved to the 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 |
| --- | --- | --- |
| Interact with peers and texts, noticing what and how language is being used, and considering own reactions and how these relate to own language and culture [(VCRAC095)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC095)Participate in learning and using the language, noticing how aspects of identity such as family background, age, school and interests impact on intercultural exchange [(VCRAC096)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC096)Understand that the language, like all languages, varies according to participants, roles and relationships, situations and cultures [(VCRAU100)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU100)Notice connections between language and culture in intercultural language use, recognising how words and expressions may be culture-specific [(VCRAU102)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU102) | recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LR8UL04 | * Combined and refined to be more concise. Specific activities and topics moved to elaborations
 |
| Understand that the language has been and continues to be changed through interaction with other languages and cultures [(VCRAU101)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU101) |  | * 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 interact with peers and adults using written and spoken language to communicate about personal interests and relationships, practices and experiences, and about broader issues such as health and the environment. They respond to and create personal, descriptive, informative and imaginative texts for a range of purposes. When participating in presentations, correspondence and dialogues, students use both rehearsed and spontaneous language, and exchange facts, ideas and opinions, using questions. In speaking, they apply conventions of pronunciation, stress and rhythm to a range of sentence structures. Students use a variety of verbs, pronouns, and noun forms. They apply knowledge of textual features such as salutations, sequences, and persuasive and emotive language to comprehend and create texts such as public signs, advertisements, announcements and websites. Students use embedded clauses to expand ideas, and create cohesion and interest by using cohesive devices. They refer to the past, present and future. Students engage with others using formulaic expressions and verbal fillers to sustain and extend interactions. They translate texts and create bilingual texts, comparing different interpretations and deciding how to deal with instances of non-equivalence, such as proverbs, idioms, proper nouns, and culture-specific terms and expressions. They comment on their own reactions in intercultural encounters and reflect on how these may relate to their own assumptions and identity, and consider how they may also be perceived by others.They understand that language use varies according to context, purpose, audience and mode, and that languages change over time. They recognise colloquial forms and make connections between these and their formal counterparts. They use metalanguage to discuss features of language, texts and grammar such as sentence construction. They use bilingual dictionaries with confidence. Students recognise that the language borrows from a range of other languages. They comment on the connection between language and culture evident in language such as terms for artefacts, cultural practices, ideas and values. | 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. | * 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 |
| --- | --- | --- |
| Share personal opinions and experiences with peers, comparing aspects of teenage life [(VCRAC103)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC103) | initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worldsVC2LR10CM01 | * Context broadened and specific examples moved to elaborations
 |
| Share personal opinions and experiences with peers, comparing aspects of teenage life [(VCRAC103)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC103)Interact with others to make decisions and solve problems when making plans or obtaining goods or services [(VCRAC104)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC104) | use the target language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss VC2LR10CM02 | * Combined and refined by moving activities and topics to elaborations
 |
| Interact with others to make decisions and solve problems when making plans or obtaining goods or services [(VCRAC104)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC104)Contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement [(VCRAC105)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC105) | use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peersVC2LR10CM03 | * Combined and refined. 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 |
| --- | --- | --- |
| Engage with texts to locate information and infer meaning, state opinions on information obtained and present it in new forms [(VCRAC106)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC106)Respond to aspects of imaginative texts such as character, ideas, events and setting by expressing reactions and opinions, and by modifying aspects [(VCRAC108)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC108)Translate informative and imaginative texts comparing own interpretations with others and discussing what differs and why [(VCRAC110)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC110)  | 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 | * Combined and refined to be more concise. Macro skills articulated more strongly, including viewing. Specific references to text types and activities moved to elaborations
 |
| Translate informative and imaginative texts comparing own interpretations with others and discussing what differs and why [(VCRAC110)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC110)Engage with texts and peers who speak the language, recognising how own cultural assumptions, practices and beliefs influence language and content, and choosing whether and how to make adjustments [(VCRAC112)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC112) | 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 | * Combined and refined. Reference to translating removed to focus on essential skills. Reference to intercultural understanding added
 |
| Convey factual information and opinions in texts such as reports and displays using graphics and multimedia tools [(VCRAC107)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC107) |  | * 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 |
| --- | --- | --- |
| Create a variety of texts to express imaginary people, places and experiences, drawing on aspects of personal and social world [(VCRAC109)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC109) | 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 | * Refined for clarity. Specific topics moved to elaborations. Reference to purpose, context and audience added
 |

#### 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 pronunciation of the sounds of the language, and use of rhythm and stress in complex sentences [(VCRAU114)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU114) | 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 | * Specific language elements moved to elaborations. Reference to ‘enhance and extend fluency’ added to support the learning progression
 |
| Develop knowledge of vocabulary and grammatical structures to extend meanings, such as cohesive devices and sentence construction [(VCRAU115)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU115)Develop understanding of textual conventions and how they shape meaning and influence responses [(VCRAU116)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU116) | 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 | * Combined and refined for clarity. Specific language elements moved to elaborations. Reference to a range of texts added to support the use of grammatical structures in different communicative contexts. The words ‘some complex structures’ included to support progression
 |
| Translate informative and imaginative texts comparing own interpretations with others and discussing what differs and why [(VCRAC110)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC110)Develop understanding of textual conventions and how they shape meaning and influence responses [(VCRAU116)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU116) | reflect on and evaluate texts, using metalanguage to discuss language structures and featuresVC2LR10UL03 | * Combined and refined. Learning activities and examples of stimulus texts moved to elaborations. Explicit reference to metalanguage added to support literacy development more broadly
 |
| Create bilingual texts for the wider community, such as notices and instructions, promotional material, performances and announcements [(VCRAC111)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC111) |  | * Removed. Specific activities have been moved to the 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 |
| --- | --- | --- |
| Engage with texts and peers who speak the language, recognising how own cultural assumptions, practices and beliefs influence language and content, and choosing whether and how to make adjustments [(VCRAC112)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC112)Interact with others, monitoring how identity influences intercultural exchange, and reflect on own identity [(VCRAC113)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAC113)Understand the role of language and culture in shaping and conveying cultural identity including the multiple languages and cultures present in other countries and in Australia [(VCRAU119)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCRAU119) | 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 | * Combined and refined for clarity and to be more concise. Specific examples moved to elaborations
 |