# Vietnamese – 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 the teacher and peers through action-related talk and play. They introduce themselves and others, and express thanks, likes and dislikes, needs and wishes, for example, *Tôi tên là Lan. Cảm ơn bạn. Tôi thích/ không thích … Tôi muốn ăn cơm. Chúc bạn sinh nhật vui vẻ*. They use modelled repetitive language when participating in games and shared activities, and interact in classroom routines by responding to questions, following instructions and asking for permission, for example, *Dạ*, *em xong rồi*. *Các em hãy đọc theo cô*. *Thưa cô cho em đi uống nước*. When interacting, they use the sounds and tones of Vietnamese and distinguish between questions, such as *Ai? Ở đâu? Khi nào? Có … không?*, and commands, for example, *Đứng lên*. They identify information and key words, such as names of people, for example, *cô An*, bạ*n Hải*; places, for example, *trường*, *lớp*; or objects, for example, cái bàn; and convey information about themselves and their family, friends and school using modelled sentences and illustrations. They respond to imaginative experiences through miming, acting, and answering questions, and create and perform simple imaginative texts using familiar language and non-verbal forms of expression. Students use familiar vocabulary related to the classroom and home environment. They use simple sentences with appropriate word order to communicate information about themselves, for example, *Tôi bảy tuổi*, their family and the classroom, for example, *Đây là gia đình tôi/ lớp tôi*. Students translate frequently used words and simple phrases and create simple bilingual texts for the immediate learning environment. They describe the experience of using Vietnamese and identify their roles as members of different groups, including the Vietnamese class and their family and community.Students identify the sounds and tones of the Vietnamese language in words and symbols. They identify similarities and differences between different types of familiar texts. They provide examples of the different titles and greetings that are used to address people in different situations. Students name some of the many languages used in Australia, identifying Vietnamese as one of the major community languages. They identify how the ways in which people use language reflect where and how they live and what is important to them. | By the end of Level 2, students identify the different sounds, tones and intonation patterns of the Vietnamese language by listening to and viewing a variety of texts. They compare these sounds and tones with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Vietnamese through play, first imitating sounds and tones, and then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Vietnamese sounds are represented by letters that may have tone 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 Vietnamese. They expand their repertoire of Vietnamese words and phrases 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 Vietnamese using simple metalanguage. They start to develop written competence by copying letters and 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 Vietnamese 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 Vietnamese is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s). | Improved clarity and teachability, making the learning trajectory more evident. Ideas have been 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 Vietnamese linguistic elements. Adaptations were also made to support the learning progression, with links to the Victorian Early Years Learning and Development Framework (VEYLDF) |

### Content descriptions

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

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
|  | notice that Vietnamese looks and sounds different to other languagesVC2LV2E01 | Newly created for the Engaging with Vietnamese Language and Culture strand to link to VEYLDF |
|  | develop oral language skills through exploring and listening to the sounds, tones and intonation patterns of the languageVC2LV2E02 | Newly created for the Engaging with Vietnamese Language and Culture strand to link to VEYLDF and to show progression from VC2LV2E01 |
| Interact with peers and the teacher by introducing themselves and expressing needs, wishes, likes and dislikes (VCVIC106)Interact in classroom routines and activities by responding to questions, following instructions and asking for permission (VCVIC108) | recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrasesVC2LV2E03 | Combined and refined to make more concise, clearly articulating progression and moving specific language examples to elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | explore connections between language and culture through play and/or imaginationVC2LV2E04 | Newly created for the Engaging with Vietnamese Language and Culture strand to link to VEYLDF |

#### VC2 strand: Communicating Meaning in Vietnamese

##### Sub-strand: Interacting in Vietnamese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with peers and the teacher by introducing themselves and expressing needs, wishes, likes and dislikes (VCVIC106)Interact in classroom routines and activities by responding to questions, following instructions and asking for permission (VCVIC108) | communicate using formulaic and modelled language relating to aspects of their personal worldVC2LV2C01 | Combined and refined to broaden context and emphasise communication skills. Specific language examples moved to elaborations |
| Participate in guided group activities such as songs, rhymes, games and transactions, using modelled repetitive language (VCVIC107) | participate in a range of guided language activities using formulaic expressions, and visual and spoken cuesVC2LV2C02 | Refined. Context broadened and specific language examples 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 specific information related to their personal world in simple spoken, written, digital and visual texts (VCVIC109)Participate in shared reading, viewing of or listening to imaginative texts and respond through miming, acting, matching pictures with text or answering questions (VCVIC111) | locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrasesVC2LV2C03 | Combined and refined. Specific language elements moved to elaborations |
|  | explore and make meaning from sounds, words and phrases for familiar objects or terms in Vietnamese through play, and discover how languages influence each otherVC2LV2C04 | New |
| Translate and interpret familiar Vietnamese words, phrases and expressions (VCVIC113) |   | Removed. 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 Vietnamese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Share information about self, family, school and friends, using modelled sentence structures and illustrations to support meaning (VCVIC110)Create and perform simple imaginative texts such as chants, songs and stories, using familiar language and non-verbal forms of expression (VCVIC112) | create spoken and written texts, copying letters with tone marks as appropriate, and using words, familiar phrases and modelled languageVC2LV2C05 | Combined and refined for clarity. Specific language elements moved to elaborations |
| Create bilingual texts in both Vietnamese and English for the immediate learning environment such as labels, captions, wall charts and other resources (VCVIC114) |  | 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 the sounds and tones of spoken Vietnamese, and notice how they are represented in words and symbols (VCVIU117) | imitate the sounds, tones, pronunciation and intonation patterns of spoken Vietnamese, and understand how sounds are producedVC2LV2U01 | Refined to focus on oral and aural language skills, to reflect the nature of language learning. References to reading and writing moved to VC2LV2U03 and VC2LV2U04 |
| Recognise the sounds and tones of spoken Vietnamese, and notice how they are represented in words and symbols (VCVIU117) | identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrasesVC2LV2U02 | New, with elements of VCVIU117 to reflect the learning progression and oral and aural language development |
| Recognise the sounds and tones of spoken Vietnamese, and notice how they are represented in words and symbols (VCVIU117)Understand some first elements of Vietnamese grammar, such as personal pronouns, frequently used nouns, adjectives, verbs and prepositions, and basic rules of word order in simple sentences (VCVIU118) | recognise and explore how the Roman alphabet, tone marks and features of language are used to construct meaning in VietnameseVC2LV2U03 | New, with elements of VCVIU117 and VCVIU118 to reflect the learning progression and skill development. Specific language examples moved to elaborations |
| Understand some first elements of Vietnamese grammar, such as personal pronouns, frequently used nouns, adjectives, verbs and prepositions, and basic rules of word order in simple sentences (VCVIU118) | identify that written and spoken Vietnamese has grammatical structures and other language features that may be similar to or different from English and/or other languagesVC2LV2U04 | Refined and elements of ACLVIU118 incorporated. Reference to comparison to ‘English and/or other languages’ added to acknowledge Victoria’s multilingual student population |
| Explore different types of familiar texts, such as captions, labels, songs, rhymes and fairy tales, noticing similarities and differences between text types (VCVIU119) |  | 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 |
| --- | --- | --- |
| Share opinions and ways of behaving when using Vietnamese in home and school contexts (VCVIC115)Understand that the ways in which people use language reflect their cultures, and relate to where and how they live and what is important to them (VCVIU122)Identify themselves as members of different groups, including the Vietnamese class, the school, their family and the community, describing their roles within these groups (VCVIC116)Recognise that there are variations in the way Vietnamese speakers greet and address different people (VCVIU120) | reflect on how language, culture and identity are interconnected and discuss how Vietnamese-speaking communities are similar to or different from othersVC2LV2U05 | Combined and refined for clarity |
| Recognise that Australia is a multilingual society and that Vietnamese is one of the major community languages in Australia (VCVIU121) | identify where Vietnamese is used around the world and recognise that there are many different languages spoken in communities throughout AustraliaVC2LV2U06 | Refined for clarity |

## 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 use Vietnamese to interact with the teacher and peers to exchange information and experiences relating to themselves, their family and friends. They use formulaic expressions to participate in simple transactional exchanges and collaborative activities, and to seek clarification, assistance or advice in everyday classroom routines, for example, *Làm ơn cho biết*. When interacting, they use features of Vietnamese pronunciation, including tones, vowels and consonants. Students locate information relating to familiar contexts and present it in modelled spoken, written and visual texts. They respond to imaginative texts by identifying favourite elements and making simple statements about settings, characters or events, and create simple imaginative texts using formulaic expressions and modelled language. Students use common action verbs (for example, *đi*, *ăn*, *ngủ*, *chơi*, *chạy*, *nói*, *cười*, *làm*, *học*), adjectives (for example, *đẹp*, *xấu*, *tốt*, *đen*, *đỏ*) and adverbs (for example, *nhanh*, *chậm*, *hay*, *giỏi*), to create short, simple sentences about their routines and interests. They use vocabulary related to school, home and everyday routines. They use appropriate word order and personal pronouns in simple spοken and written texts, for example, *Đây là con mèo con của tôi/anh/em/cháu*. They translate and compare common Vietnamese and English expressions and create simple bilingual texts for classroom use. Students describe how language involves behaviours as well as words and share their experiences of communicating in Vietnamese- and English-speaking contexts.Students identify the tones of the Vietnamese language and use tone markers when writing. They identify the features and purpose of a range of familiar texts. They provide examples of how language use varies according to the participants, social context and situation (for example, *cho em/tặng bạn/biếu bà một món quà*), and identify differences between ways of showing politeness in Vietnamese- and English-speaking contexts. They identify how languages change over time, providing examples of Vietnamese words borrowed from other languages such as English and French. They compare Vietnamese and English language use and cultural practices, identifying culture-specific terms and expressions. | By the end of Level 4, students use Vietnamese 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 spoken Vietnamese. They demonstrate their understanding that Vietnamese 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 Vietnamese and make comparisons between Vietnamese and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ cultural identity. | Achievement standard refined to be more concise and to reflect a developmental progression of language learning. Vietnamese language examples moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Vietnamese

##### Sub-strand: Interacting in Vietnamese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Share with peers and the teacher information and experiences relating to self, family and friends (VCVIC123)Participate in everyday classroom activities by seeking clarification, advice and help from others (VCVIC125) | initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressionsVC2LV4C01 | Combined and refined. The word ‘modelled’ added to reflect the learning progression. Specific topics and examples moved to elaborations to be more concise |
| Participate in collaborative tasks that involve planning and simple transactions (VCVIC124) | participate in activities that involve expressing interests and exchanging information with others, using a range of familiar phrases and modelled structuresVC2LV4C02 | Refined. Reference to ‘modelled structures’ added to reflect progression from F–2 |

##### 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** |
| Locate and organise information relating to familiar contexts from a range of spoken, written, digital and visual texts (VCVIC126)Respond to imaginative texts such as fables, folk tales, songs and stories by identifying favourite elements and making simple statements about settings, characters and events (VCVIC128) | locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal textsVC2LV4C03 | Combined and refined. Specific text types and examples moved to elaborations to be more concise and broaden context |
|  | develop strategies to comprehend and produce Vietnamese, adjusting language to convey meaning and/or intercultural understanding in familiar contextsVC2LV4C04 | New |
| Translate and interpret words and expressions in simple Vietnamese and English texts, noticing similarities and differences or non-equivalence of words and expressions (VCVIC130) |  | Removed. 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 Vietnamese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create and perform imaginative texts such as captions, chants, raps, dialogues and stories, using formulaic expressions, modelled language and visual supports (VCVIC129)Present information relating to familiar contexts in modelled spoken, written and visual texts in different modes, including digital and multimodal (VCVIC127) Recognise the features and purpose of a range of familiar texts such as stories, greeting cards, recipes, advertisements and posters (VCVIU136) | create and present spoken and written texts using formulaic expressions, simple phrases and sentences, and modelled textual conventionsVC2LV4C05 | Combined and refined to be more concise. Reference to imaginative texts and examples of specific text types removed to broaden context |
| Create simple bilingual texts such as signs or notices, digital picture dictionaries and word banks for the classroom and the school community (VCVIC131) |  | 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 |
| --- | --- | --- |
| Experiment with pronunciation and spelling of Vietnamese vowels, consonants and tone markers (VCVIU134) | recognise sound combinations, and use patterns of sounds, tones, pronunciation and intonation to form words, phrases and simple sentencesVC2LV4U01 | Expanded and refined to broaden context and improve clarity |
| Experiment with pronunciation and spelling of Vietnamese vowels, consonants and tone markers (VCVIU134)Develop knowledge of nouns, adjectives, verbs and adverbs to describe actions, people and objects, and express possession (VCVIU135) | recognise and use tone marks, modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaningVC2LV4U02 | Combined and refined. Specific grammatical examples moved to elaborations to be more concise and broaden context, to improve clarity |
|  | recognise and compare familiar Vietnamese language structures and features with those of English and/or other languages, using simple metalanguageVC2LV4U03 | New |
| Recognise that languages change over time and influence one another (VCVIU138) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |

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

|  |  |  |
| --- | --- | --- |
| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| Make connections between cultural practices and language use, such as culture-specific terms or expressions in Vietnamese and English (VCVIU139)Explore their own sense of identity, including elements such as family, background, experiences, and ways of using language in Vietnamese- and English-speaking contexts (VCVIC133)Reflect on their experiences when interacting in English and Vietnamese, identifying differences in language use and behaviours (VCVIC132)Explore how language use varies according to the age, gender and relationship of participants and the context (VCVIU137) | identify connections between personal identity, language and aspects of cultureVC2LV4U04 | Combined and refined. Specific examples and topics moved to elaborations to be more concise |

## 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 spoken and written Vietnamese for classroom interactions and to share ideas and opinions and express feelings. They exchange information about aspects of their daily life, school, friends and leisure activities. They make shared decisions and arrangements, organise events and complete transactions. When participating in classroom and collaborative activities, they ask and respond to questions, and express opinions, for example, *Bạn thích ăn cơm hay phở? Tôi thích ăn phở vì nó thơm ngon và bổ*. Students use specific features of pronunciation and intonation, including tones, when interacting. They locate, classify and compare information from a range of familiar texts, and share information and ideas on topics of interest in paragraphs or short texts selected to suit different audiences. They respond to imaginative texts by describing key elements, and create short imaginative texts or alternative versions of texts they have heard, read or viewed. Students use everyday language and topic-specific vocabulary to express ideas and opinions and discuss events in time and place. They construct sentences using nouns, pronouns, adjectives, adverbs and familiar expressions and idioms (for example, *đen như mực*, *hiền như Bụt, có công mài sắt có ngày nên kim*), to suit the context and purpose of communication. Students use simple sentences and form compound sentences using conjunctions such as *và,hay/hoặc*, *vì*, *nhưng*, *nên*. When writing, they apply appropriate spelling and punctuation in a range of sentence types. Students translate simple texts from Vietnamese into English and vice versa, identifying words that are easy or difficult to translate, and create bilingual texts for their own language learning and for the school community. Students identify ways in which their family origins, traditions and beliefs impact on their identity and influence how they communicate in Vietnamese and English.Students form new words by adding or changing tone markers, initial consonants and vowels (for example, *buổi*, *cuối*, *đuổi*, *tuổi*, *chuối*), and identify how changes to pitch affect the meaning of words, for example, *thương*, *thường*, *thưởng*, *thượng*. They compare the structure and language features of familiar texts and identify ways in which audience, context and purpose influence language choices. They identify ways in which language use varies according to context and situation, for example, *Chào các bạn*. *Kính thưa thầy/cô*. Students provide examples of how the Vietnamese language has changed over time and identify ways in which regional dialects and accents have influenced the language, for example, dialectal variations such as *bố/ba*, *mẹ/má*, cái thìa/cái muỗng, *Em tên gì?/Em tên chi? Đi đâu?/Đi mô?* They identify language choices that reflect the influence of Vietnamese values and beliefs, and apply culturally appropriate behaviours and language when communicating in a range of familiar situations. | By the end of Level 6, students initiate and use strategies to maintain interactions in Vietnamese 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 Vietnamese or English, adjusting their response to suit purpose.Students use modelled structures when creating and responding in Vietnamese. 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 Vietnamese 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. | Refined for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Vietnamese language examples moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Vietnamese

##### Sub-strand: Interacting in Vietnamese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact and socialise with peers and the teacher to exchange information and opinions related to daily life, school, friends, leisure and social activities (VCVIC140)Engage in classroom interactions by asking and responding to questions and expressing opinions (VCVIC142) | initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environmentVC2LV6C01 | Combined and refined. Specific topics and examples moved to elaborations to be more concise |
| Collaborate with peers in group tasks and shared experiences to make choices and arrangements, organise events and complete transactions (VCVIC141) | participate in activities that involve discussion and planning with others, using language that expresses information, preferences and ideasVC2LV6C02 | Refined for clarity |
| Reflect on their experiences of interacting in Vietnamese- and English-speaking contexts, and discuss adjustments to language and behaviours made when moving between languages (VCVIC149) |  | Removed. The sub strand ‘Reflecting’ has been removed |

##### 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 information relating to personal, social and natural worlds from a range of spoken, written, digital and visual texts (VCVIC143)Present ideas and information related to topics of interest in a range of formats, including digital presentations, for different audiences (VCVIC144)Engage with imaginative texts, including digital and multimodal, by identifying and describing key elements such as themes, settings, characters and events (VCVIC145) | locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purposeVC2LV6C03 | Combined and refined. Specific topics and examples moved to elaborations to be more concise |
|  | apply strategies to interpret and convey meaning and/or intercultural understanding in Vietnamese in familiar non-verbal, spoken and written contextsVC2LV6C04 | New |
| Translate and interpret texts from Vietnamese into English and vice versa, noticing which words or concepts are easy or difficult to translate (VCVIC147) |  | Removed. 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 Vietnamese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Present, reinterpret or create alternative versions of imaginative texts, adapting events or characters to different modes and contexts (VCVIC146) | create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text typeVC2LV6C05 | Expanded and refined. Reference to imaginative texts removed to broaden context. Specific activities moved to elaborations to be more concise |
| Produce a range of bilingual texts and resources for their own language learning and for the school community such as posters, menus, recipes or stories, including multimodal and digital forms (VCVIC148) |  | 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 features of intonation and pronunciation and writing conventions used in different types of texts and contexts (VCVIU151) | apply combinations of sounds, tone, pronunciation and intonation patterns to develop fluency and rhythm in words, phrases and sentencesVC2LV6U01 | Refined for clarity. References to writing conventions moved to VC2LV6U02 for consistency |
| Recognise and apply features of intonation and pronunciation and writing conventions used in different types of texts and contexts (VCVIU151)Understand and use basic grammatical structures and explore a range of nouns, adjectives, adverbs, verbs and conjunctions, to express opinions, actions and events in time and place (VCVIU152) | recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text typeVC2LV6U02 | Combined and refined to be more concise. Specific language examples moved to elaborations and references to intonation and pronunciation moved to VC2LV6U01 for consistency |
| Understand the structure and language features of familiar texts such as recipes, recounts, narratives, procedures, emails and stories, recognising that linguistic choices depend on purpose, context and audience (VCVIU153) |  | Removed. Specific text types and language features have been moved to the elaborations |
| Understand that language is used differently in different contexts and situations, for example, at home, at school, at the market or at the doctor’s surgery (VCVIU154) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |
|  | compare Vietnamese language structures and features with those of English and/or other languages, using familiar metalanguageVC2LV6U03 | New |

##### 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 how own biography, including family origins, traditions and beliefs, impacts on identity and communication (VCVIC150)Understand that language use is shaped by the values and beliefs of a community (VCVIU156) | recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal, non-verbal and written communicationVC2LV6U04 | Combined and refined. Specific topics and examples moved to elaborations to be more concise |
| Explore how the Vietnamese language has changed over time and how it has been influenced by dialects and accents across regions of Vietnam (VCVIU155) |   | 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 spoken and written Vietnamese to initiate and sustain interactions with peers, teachers, family members and other known adults, and to engage in transactions and exchange ideas and experiences. They ask and respond to open-ended questions such as *Bạn nghĩ sao về vấn đề này? Tại sao bạn nghĩ như vậy?*, and offer and justify their own opinions. They make enquiries (for example, *Mẹ định tổ chức sinh nhật con như thế nào?*) and suggestions (for example, *Chúng mình tham gia biểu diễn văn nghệ trong trường đi!*), to solve problems, make decisions and organise events and services. They use verbs such as *nên*, *cần* and *phải* to give advice or express their attitudes on topics of discussion. They make comparisons and state preferences using *bằng*, *hơn* and *nhất*. They rephrase statements or provide examples to clarify meaning, and elaborate on or justify ideas. When interacting, they use appropriate Vietnamese pronunciation and intonation patterns in a range of sentence structures. Students locate, analyse and compare information on topics of shared interest from a variety of texts, and convey information and ideas using modes of presentation selected to suit their audience and purpose. They share their responses to different imaginative texts by expressing opinions about the ways characters and events are represented and by explaining themes, messages and the storyline. They create texts with imaginary places, events, people and experiences in a range of forms, using direct speech (for example, *Ba mẹ nói với tôi: ‘Con nên chăm học’*), and indirect speech (for example, *Ba mẹ bảo tôi nên chăm học*). They manipulate a range of structures to express their own perspectives on experiences, events and issues. They use a variety of sentence types (affirmative, negative, interrogative, imperative and exclamatory) to express attitudes, opinions or emotions. They translate texts from Vietnamese into English and vice versa, using simple strategies to overcome challenges, and compare their versions with others’. They produce multimodal bilingual resources for the school and the wider community, providing annotations and commentaries to assist meaning. They reflect on the importance of language and behaviour in intercultural communication and how being a learner of Vietnamese contributes to their own sense of identity.Students analyse the use of punctuation and tone markers in different sentence types, including affirmative (for example, *Em ăn cơm*), negative (for example, *Em không ăn cơm*), interrogative (for example, *Em ăn cơm không?*), imperative (for example, *Ăn cơm đi!*) and exclamatory, for example, *Em ăn nhiều cơm quá!* They identify the meaning of Vietnamese homonyms (for example, hay may mean ‘usually’ or ‘interesting’) depending on the context. They analyse the structure and linguistic features of different types of texts and explain how these features are influenced by each text’s context, audience and purpose. They identify variations in language use between written and spoken texts and explain how language choices depend on the participants, relationships and purpose of the exchange. They identify the impact of social, cultural and intercultural influences on language, and use and explain Vietnamese words that have emerged through contact with other languages (for example, *cà rốt*, *cà phê*, *căn-tin*), and from globalisation and technological advances, such as *toàn cầu hóa, công nghệ thông tin*, *nhật ký điện tử*, *nói chuyện qua mạng*. They explain how cultural ideas and perspectives are embedded in language use and communication styles, for example, the importance of politeness and respect in Vietnamese language and culture. | By the end of Level 8, students initiate and maintain Vietnamese-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Vietnamese 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 spoken Vietnamese 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 Vietnamese text, using some metalanguage. They reflect on how the Vietnamese 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. Vietnamese language examples have been removed to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Vietnamese

##### Sub-strand: Interacting in Vietnamese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate and sustain interactions with peers and known adults on topics and issues related to social activities and personal interests (VCVIC157)Interact in classroom activities and discussions through asking and responding to open-ended questions, and offering and justifying opinions (VCVIC159) | initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to othersVC2LV8C01 | Combined and refined to be more concise. Specific topics and activities moved to elaborations |
| Engage in collaborative tasks and transactions in real or simulated contexts that involve solving problems and making decisions (VCVIC158) | use language to negotiate and problem-solve collaboratively to plan projects and eventsVC2LV8C02 | Refined to place more emphasis on language use |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Locate, analyse and compare information relating to topics of shared interest or other learning areas from a range of print, visual, digital and online sources (VCVIC160)Respond to different types of imaginative texts by explaining themes, messages and plot, and commenting on characters and events (VCVIC162)Understand how language use differs between spoken and written texts, and depends on participants, relationships and the purpose and mode of delivery (VCVIU171) | interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audienceVC2LV8C03 | Combined to be more concise. References to specific text types and activities removed. Reference to the skill of viewing added |
|  | apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contextsVC2LV8C04 | New |
| Translate and interpret texts, compare own translation of a range of texts with others’, and explore differences and strategies to overcome challenges in translation (VCVIC164) |  | Removed. 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 Vietnamese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Convey information and ideas on different topics or events, describing and comparing views, experiences and aspects of culture, using different modes of presentation for particular audiences and contexts (VCVIC161)Create and present a range of texts, including multimodal and digital texts, involving imagined places, events, people and experiences, to entertain others (VCVIC163)Expand understanding of how different types of texts are structured and employ particular language features to suit different audiences, contexts and purposes (VCVIU170) | create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and contextVC2LV8C05 | Combined and refined. Context broadened to support a greater range of texts to be created and presented |
| Produce bilingual texts in multimodal and digital forms for the school and wider community, and provide subtitles, commentaries or glossaries of cultural terms in either language to assist meaning (VCVIC165) |  | 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 |
| --- | --- | --- |
| Apply Vietnamese pronunciation, spelling and intonation patterns in a range of sentences such as statements, questions and exclamations (VCVIU168) | apply conventions of spoken Vietnamese including sounds and tones to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contextsVC2LV8U01 | Refined and context broadened  |
| Understand and use elements of Vietnamese grammar to organise and elaborate on ideas and opinions, such as direct/indirect speech and verbs to express modality (VCVIU169)Expand understanding of how different types of texts are structured and employ particular language features to suit different audiences, contexts and purposes (VCVIU170) | apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text typeVC2LV8U02 | Combined, refined and made more concise. Specific grammar elements moved to elaborations |
|  | reflect on the structures and features of Vietnamese, and compare them with English and/or other languages, using some metalanguageVC2LV8U03 | New |
| Explore the impact on language of social, cultural and intercultural influences such as globalisation and new technologies (VCVIU172) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |

##### 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 cultural differences between Vietnamese and English communicative styles, discussing how and why they modify language for different cultural perspectives (VCVIC166)Reflect on how and why being a learner of Vietnamese contributes to their sense of identity (VCVIC167)Analyse the ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures (VCVIU173) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LV8U04 | Combined and refined to be more concise. Prescriptive elements moved to elaborations |

##

## 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 spoken and written Vietnamese to initiate, sustain and extend interactions with peers, teachers and others in a range of contexts and for a range of purposes, such as to explore peers’ perspectives on youth culture and personal experiences. They use language spontaneously in the classroom, offering and justifying their own opinions and ideas and eliciting those of others. They negotiate with others to complete shared tasks and transactions, using evaluative language, for example, *Ý kiến của bạn rất mới lạ/hợp thời. Bạn nói có lý nhưng tôi nghĩ rằng …*, to acknowledge others’ opinions and to challenge and manage alternative views. They use transitional sentences, such as *Hay là mình thử làm thế này xem sao. Còn vấn đề bảo vệ môi trường thì sao?*, to manage shifts of topic and speaker. They speak fluently, pausing where appropriate, and use stress in extended sentences to enhance communication. Students gather, synthesise and evaluate information and opinions from different perspectives and create original texts for diverse audiences and purposes in a range of contexts. They respond to a range of imaginative texts by analysing their purpose and language techniques, forming their own position on the issues, themes and values addressed. They create a range of imaginative texts to express a variety of perspectives and values in modes of presentation selected to suit audience, purpose and context. They combine knowledge of Sino–Vietnamese words and abstract vocabulary with stylistic devices to enhance expression, create particular effects and influence others, for example, through repetition (for example, *đi nhanh*, *nói nhanh*, *ăn nhanh*), similes (for example, *mắt sáng như sao*), personification (for example, *lá sầu*), onomatopoeia (for example, *ào*, *rì rào*, *đùng*), and rhetorical questions, for example, *Chẳng lẽ mình là người Việt mà lại không biết nói tiếng Việt?* They adjust their own language use when addressing a different audience or in a different context, for example, shifting from an informal to a respectful tone, and from simple to sophisticated vocabulary or structures. They convert informal everyday speech (for example, *ai cũng biết hết*) into formal register (for example, như *quý vị đã biết*), as appropriate. Students use conjunctions, such as *trước tiên*, *sau cùng*, *ngoài ra*, *hơn nữa*, *do đó*, *càng … càng*, *vừa … vừa*, *chẳng những … mà còn*, *nếu…thì, tuy… nhưng*, *vì…cho nên*, to sequence and connect ideas in texts, and apply accurate spelling to enhance communication. They translate and interpret texts and create bilingual resources for Vietnamese and English-speaking audiences, explaining how cultural concepts, values and beliefs are embedded in language. They compare views on the relationship between cultural identity and communication, question cultural assumptions, and modify language and behaviours in intercultural interactions as appropriate.Students explain how pronunciation, intonation, pace and rhythm in spoken Vietnamese can express different emotions, for example, *Con thích cái áo mà mẹ tặng cho con hôm sinh nhật vừa rồi*, and signal clause boundaries and emphasis. They explain why Sino-Vietnamese words are used in formal contexts, for example, *hội phụ nữ* (not *hội đàn bà*) and *viện dưỡng lão* (not *nhà người già*). They analyse a range of personal, informative, reflective and persuasive texts and explain the relationship between context, purpose, audience, linguistic features and textual and cultural elements. They analyse how language use varies according to cultural contexts, relationships and purposes, explaining why they adjust their vocabulary and level of politeness and formality in intercultural interactions. They explain the impact of media, technology, globalisation, migration and popular culture on Vietnamese language use in both Australia and Vietnam. They explain the reciprocal nature of the relationship between language, culture and communication, identifying its impact on attitudes and beliefs. | By the end of Level 10, students contribute to and extend interactions in Vietnamese 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 spoken Vietnamese 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 Vietnamese texts using metalanguage. They reflect on their own cultural perspectives and identify and draw on their experience of learning Vietnamese 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. Vietnamese language examples have been removed to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Vietnamese

##### Sub-strand: Interacting in Vietnamese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate, sustain and extend interactions with peers and adults, exploring own and peers’ perspectives on youth culture, future aspirations and social experiences (VCVIC174)Extend classroom interactions by offering, elaborating on, justifying and eliciting opinions and ideas (VCVIC176) | 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 othersVC2LV10C01 | Combined and refined. Topics and prescriptive elements removed to be more concise |
| Participate in a range of collaborative activities that involve transactions and require negotiation and management of different opinions or behaviours (VCVIC175) | contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiencesVC2LV10C02 | Refined. Specific elements removed to broaden context and place greater emphasis on communication |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Locate, synthesise, interpret and evaluate information and opinions from different perspectives relating to social issues and other areas of interest to teenagers (VCVIC177)Convey information, ideas and viewpoints from different perspectives, selecting appropriate modes of presentation to achieve specific purposes for particular audiences in relevant contexts (VCVIC178) | 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 audienceVC2LV10C03 | Combined and refined to be more concise, removing topics and prescriptive elements. Reworded to articulate macro skills, including the skill of viewing, to align with VCE |
| Explore a range of traditional and contemporary forms of art, literature and entertainment, by analysing values, purposes and language techniques, and discussing issues and themes (VCVIC179) |  | Removed. Specific activities have been moved to the elaborations |
|  | apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsVC2LV10C04 | New |
| Translate and interpret texts for different audiences and contexts, and explore how cultural concepts, values and beliefs are represented differently in Vietnamese and English (VCVIC181) |  | Removed |
| Reflect on how meanings vary according to cultural assumptions that Vietnamese and English speakers bring to interactions, and take responsibility for contributing to mutual understanding (VCVIC183) |  | Removed. 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 Vietnamese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create a range of imaginative texts in different formats, including multimodal and digital formats, for a range of audiences, contexts and purposes (VCVIC180)Convey information, ideas and viewpoints from different perspectives, selecting appropriate modes of presentation to achieve specific purposes for particular audiences in relevant contexts (VCVIC178) | create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiencesVC2LV10C05 | Combined and refined. Specific types of texts moved to elaborations to broaden context |
| Create bilingual texts in multimodal forms, including digital, that reflect aspects of culture and language for a variety of Vietnamese and Australian audiences (VCVIC182) |  | 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 the role of pronunciation, pauses, pace, intonation, fluency and appropriate writing conventions in effective communication and apply this knowledge to own interactions (VCVIU185) | apply features and conventions of spoken Vietnamese including intonation, tone, rhythm and sound to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contextsVC2LV10U01 | Refined. Retained Vietnamese-specific language elements to improve clarity |
| Understand the role of pronunciation, pauses, pace, intonation, fluency and appropriate writing conventions in effective communication and apply this knowledge to own interactions (VCVIU185)Understand and use compound sentence structures, conjunctions, and a range of language features, such as similes or rhetorical questions, and combine them with knowledge of Sino-Vietnamese words and abstract vocabulary to enhance communication and achieve particular effects (VCVIU186) | 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 typeVC2LV10U02 | Combined and refined. Prescriptive language elements moved to elaborations  |
|  | reflect on and evaluate Vietnamese texts, using metalanguage to analyse language structures and featuresVC2LV10U03 | Refined to be more concise by moving specific types of texts to elaborations. Explicit reference to metalanguage added to support literacy development more broadly |
| Understand the relationship between purpose, audience, context, linguistic features, and textual and cultural elements associated with different types of personal, reflective, informative and persuasive texts (VCVIU187) |  | Removed. Specific text types and language elements have been moved to the elaborations |
| Analyse and explain how and why language use varies according to cultural contexts, relationships and purposes (VCVIU188) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |
| Analyse the impact of media, technology, globalisation, migration and popular culture on Vietnamese language use in Vietnam and overseas (VCVIU189) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |

##### 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 own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving (VCVIC184)Understand the reciprocal relationship between language, culture and communication and how this relationship impacts on attitudes and beliefs (VCVIU190) | reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicatingVC2LV10U04 | 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 use written and spoken Vietnamese to interact with peers and the teacher to exchange personal information (for example, *Em tên Nam. Em mười hai tuổi. Em sinh ở Úc*), describe feelings (for example, *Em vui/hạnh phúc*) and express preferences (for example, *Em thích chơi thể thao. Em thích ăn phở hơn hủ tíu*). When participating in collaborative activities and classroom routines, they use modelled language to complete transactions, to ask and respond to questions (for example, *Bạn học trường nào? Gia đình tôi có bốn người*), to follow instructions (for example, *Các em hãy chú ý/ chép bài này vào tập!*), to request support and permission (for example, *Xin cô vui lòng lặp lại/giải thích chữ này. Thưa thầy/cô, cho em đi vệ sinh*), and to make arrangements (for example, *Thứ Bảy này mình đi coi phim nha*). When interacting, they use the features of the sound system, including tones, to pronounce words and expressions, and form affirmative (for example, *Em ăn cơm*), negative (for example, *Em không ăn cơm*), interrogative (for example, *Em ăn cơm không?*) and imperative (for example, *Ăn cơm đi!*) sentences. Students locate specific information in a range of texts and present information and ideas related to personal, social and natural worlds in spoken, written and digital forms using modelled language structures. They share their responses to a range of imaginative texts by identifying and describing key elements and expressing opinions. They create or adapt familiar imaginative texts for a range of audiences, using common adverbs of sequence such as *trước hết, kế đến* and *sau cùng* to organise and link ideas. They use personal pronouns (for example, *tôi*, *bạn*, *em*, *con*, *anh*, *chị*, *cô*, *ông*, *bà*), nouns (for example, *bạn*, *học sinh*, *thầy giáo*, *cô giáo*, *cha mẹ*, *cái bàn*, *cây viết*, *con chó*, *trái cam*), adjectives (for example, *già, trẻ*, *lớn*, *nhỏ*, *tốt*, *hiền*, *thông minh*, *chăm chỉ*), verbs (for example, *ăn*, *uống*, *ngủ*, *nói*, *đọc*, *học*, *chạy*, *đi bộ*), adverbs (for example, *hay*, *giỏi*, *nhanh*, *chậm*) and conjunctions (for example, *và*, *hay*, *vì*, *nhưng*). They apply rules of the Vietnamese writing system to spell familiar words, including tone markers. They translate and interpret short texts, identifying words that are not easily translated, such as *cúng*, *bánh chưng/bánh tét*, and create bilingual texts to support their own learning and for the school community. They compare ways of communicating in Vietnamese and English and explain how their own biography influences their cultural identity and ways of communicating.Students identify the tones of spoken and written Vietnamese. They identify Vietnamese sound–letter relationships, the formation of consonants clusters (for example, *ch*, *nh*, *th*, *tr*, *ph*), diphthongs (for example, *ai*, *ao*, *au*), triphthongs (for example, *oai*, *ươi*), and vowel–consonant combinations such as an, am, ac, at. They compare the structural and language features of Vietnamese and English in personal, informative and imaginative texts, identifying audience and purpose. They describe how language use varies according to setting and context. Students provide examples of how the Vietnamese language has changed over time, identifying Vietnamese words that have emerged through contact with other languages, for example, *cà rốt*, *cà phê*, *căn-tin*. They identify cultural practices that are embedded in language use and communication styles, such as use of the terms *dạ/thưa* to express politeness and respect. | By the end of Level 8, students use Vietnamese 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 Vietnamese 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 Vietnamese texts appropriate to audience. Students begin to use pronunciation, intonation, tone and rhythm in spoken Vietnamese to develop fluency. They demonstrate understanding that Vietnamese has conventions for non-verbal, spoken and written communication. They comment on aspects of Vietnamese 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 developmental progression of language learning. Vietnamese language examples moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Vietnamese

##### Sub-strand: Interacting in Vietnamese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Socialise and interact with peers and the teacher to exchange information on topics relating to self, family, friends and interests, and to express opinions, likes and dislikes (VCVIC001)Interact with peers in class routines and exchanges by asking and responding to questions, following instructions and requesting support, for example, by asking for repetition, rephrasing and explanation (VCVIC003) | interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worldsVC2LV8CM01 | Combined and refined. Specific topics and examples moved to elaborations for clarity and to be more concise |
| Socialise and interact with peers and the teacher to exchange information on topics relating to self, family, friends and interests, and to express opinions, likes and dislikes (VCVIC001)Interact with peers in class routines and exchanges by asking and responding to questions, following instructions and requesting support, for example, by asking for repetition, rephrasing and explanation (VCVIC003) | develop language to interact in exchanges, routines and tasks related to their classroom and interestsVC2LV8CM02 | Combined and refined. Topics and examples moved to elaborations for clarity and to be more concise |
| Participate in guided and shared activities, such as role-plays, performances and presentations, that involve planning, deciding, making arrangements and completing transactions (VCVIC002) | engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environmentVC2LV8CM03 | Refined to be more concise. Example activities moved to elaborations for clarity |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify and use information such as topic, main ideas and specific points in a range of spoken, written, visual, digital and multimodal texts (VCVIC004)Present information and ideas relating to personal, social and natural worlds in spoken, written, digital and multimodal forms using modelled language structures (VCVIC005)Engage with a range of imaginative texts, including multimodal and digital texts, such as cartoons, folk tales, picture books, comics, poems and songs, and identify and describe key elements such as theme, setting, characters and actions (VCVIC006) | locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audienceVC2LV8CM04 | Combined and refined. Context broadened by removing reference to imaginative texts. The macro skill of viewing articulated. Text types and examples moved to elaborations to be more concise |
|  | develop and apply strategies to interpret and respond to Vietnamese texts, and to convey meaning and intercultural understanding in Vietnamese in familiar contextsVC2LV8CM05 | Refined. Reference to ‘translate’ and examples of specific strategies moved to elaborations |
| Translate and interpret short texts from Vietnamese into English and vice versa, identifying aspects that are similar or different and words or phrases that translate easily or with difficulty (VCVIC008) |  | Removed. 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 Vietnamese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Present information and ideas relating to personal, social and natural worlds in spoken, written, digital and multimodal forms using modelled language structures (VCVIC005)Create texts, including multimodal and digital texts, or adapt familiar imaginative texts for a range of audiences, using modelled language structures and different modes of presentation to enhance effect (VCVIC007)  | create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventionsVC2LV8CM06 | Combined and refined. References to specific writing styles and topics moved to elaborations to be more concise |
| Create a range of bilingual texts and resources such as captions, signs, posters, digital picture dictionaries or menus to assist language learning in the classroom and in the school community (VCVIC009) |  | 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 the features of the Vietnamese sound and writing system, including tones and tone markers, and explore Vietnamese pronunciation and spelling rules (VCVIU012) | recognise and apply the sounds and conventions of spoken Vietnamese including tones, rhythm, pronunciation and intonation, to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contextsVC2LV8UL01 | Refined to focus on aural and oral language skills. Context broadened and reference to responding added, to enable students to demonstrate the skills |
| Recognise the features of the Vietnamese sound and writing system, including tones and tone markers, and explore Vietnamese pronunciation and spelling rules (VCVIU012)Develop knowledge of common grammatical elements and structures such as nouns, personal pronouns, adjectives, verbs, compound words, adverbs of frequency, conjunctions, statements, negations and questions, to describe events, actions and qualities of people and objects, and to express courtesy and opinions (VCVIU013) | apply understanding of tone marks and grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text typeVC2LV8UL02 | Combined and refined to be more concise. Specific writing styles and grammatical structures moved to elaborations |
|  | compare the structures and features of Vietnamese with English and/or other languages using some metalanguageVC2LV8UL03 | New |
| Examine the structures and language features of a range of short familiar personal texts, including descriptive, informative and imaginative texts, and identify audience and purpose (VCVIU014) |  | Removed. Specific text types and language elements have been moved to the elaborations |
| Recognise some of the common variations in Vietnamese language used in different settings and contexts, for example, at home, at school, at the market or in the bank (VCVIU015) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |
| Recognise the dynamic nature of the Vietnamese language and how it has changed over time through interaction with other languages and cultures (VCVIU016) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |

##### 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 own biography, including family origins, traditions and beliefs, considering how it impacts on identity and shapes intercultural communication (VCVIC011) | recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LV8UL04 | Context broadened for teachability. Specific examples moved to elaborations |
| Compare personal responses and reactions during interactions in Vietnamese and English, noticing how interaction involves culture as well as language (VCVIC010) |  | Removed. The sub-strand ‘Reflecting’ has been removed |
| Identify connections between cultural practices and language use in intercultural exchange, recognising how meaning may be culturally specific (VCVIU017) |  | Removed. Specific activities have been moved to the elaborations |

## 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 use written and spoken Vietnamese to initiate and sustain interactions with teachers, peers and adults in familiar contexts, for example, *Bạn thích nghe loại nhạc nào? Tôi thích nghe nhạc trẻ. Bạn thích ca sĩ và bài hát nào nhất? Tại sao? Tôi thích ca sĩ Lynda Miles vì cô ấy hát hay và nhảy đẹp. Bài hát tôi thích nhất là* My Best Moments *vì nó giúp tôi thấy vui vẻ và yêu đời*. They use modelled and spontaneous language to engage in discussions, seek clarification, offer opinions, compare experiences related to familiar topics (for example, *Học tiếng Việt có nhiều lợi ích lắm*. *Tôi thích đi du lịch ở ngoại quốc hơn là ở trong nước*. *Đồ ăn ở Việt Nam tươi và ngon nhưng không sạch sẽ bằng ở Úc*), and express agreement or disagreement (for example, *Bạn nói đúng lắm/Tôi cũng nghĩ vậy*. *Xin lỗi, tôi không nghĩ vậy/tôi có ý kiến khác với bạn*). They interact with others to carry out transactions and to plan and organise social or cultural events by negotiating options, and explaining and justifying opinions, for example, *Bạn muốn tổ chức sinh nhật ở nhà hay ở trường? Chúng mình nên tham gia gây quỹ để cứu trợ nạn nhân bão lụt*. They apply appropriate pronunciation in spoken Vietnamese, including intonation patterns, tones and pauses. Students analyse information and ideas obtained from diverse sources, comparing and evaluating different perspectives related to common areas of interest and study. They present information and opinions using different text types and modes of presentation appropriate to a variety of audiences and to achieve different purposes. They share their responses to different imaginative texts by expressing preferences and describing key elements such as themes, values, plot, and representations of characters and events. They create imaginative texts for the purpose of self-expression and engagement, using cohesive devices such as conjunctions to communicate, link and extend ideas, and common Vietnamese idioms, proverbs or folk songs for illustration of cultural concepts or aspects. When writing, they use verbs to express modality (for example, *nên*, *cần*, *phải*), direct speech (for example, *Ba mẹ nói với tôi: ‘Con nên chăm học’*) and indirect speech (for example, *Ba mẹ bảo tôi nên chăm học*), and apply Vietnamese spelling rules and tone markers to a range of words. They translate and interpret texts using strategies to overcome challenges in translation, such as considering cultural expressions or representations, and explain differences in interpretation. Students create a range of multimodal bilingual resources for the school and local community. They explain the relationship between language, culture and identity, and modify language and behaviours in intercultural interactions to enhance mutual understanding.Students infer the meaning of unfamiliar words encountered in a range of familiar contexts by applying knowledge of grammatical elements and vocabulary. They analyse the relationship between cultural representations, language choices, and the audience and purpose of different text types. They identify and analyse linguistic features of Vietnamese in a range of situations, explaining variations due to audience and purpose. They explain the impact of social, cultural and intercultural influences on language, identifying and using Vietnamese words that have emerged from globalisation, migration, popular culture and technology, such as *toàn cầu hóa*, *di dân*, *định cư, hội nhập*, *nhạc trẻ*, *công nghệ thông tin*, *nhật ký điện tử*, *nói chuyện qua mạng*. They explain ways in which language and culture are interrelated and influence each other. | By the end of Level 10, students initiate and sustain Vietnamese 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 Vietnamese 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 Vietnamese to create texts.Students apply features and conventions of spoken Vietnamese 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 Vietnamese texts using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Vietnamese, to discuss how this influences their ideas and ways of communicating. | Achievement standard improved for clarity and teachability. Wording refined to reflect developmental progression of language learning. Vietnamese language examples moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Vietnamese

##### Sub-strand: Interacting in Vietnamese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate and sustain face-to-face and online interactions with peers and adults to share personal opinions, and compare ideas and experiences on familiar topics such as friendship, leisure activities, teenage life and special events (VCVIC018) | initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worldsVC2LV10CM01 | Refined. Examples of topics moved to elaborations to be more concise |
| Contribute to shared learning experiences and structured discussions relating to the learning of Vietnamese language and culture, clarifying understanding, elaborating on opinions, and expressing agreement or disagreement (VCVIC020) | use Vietnamese language in exchanges to question, offer ideas and opinions, negotiate, compare and discussVC2LV10CM02 | Refined to broaden contexts for interacting |
| Participate in planning and decision making for social and cultural events, negotiating options, explaining, justifying, solving problems and completing transactions (VCVIC019) | use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peersVC2LV10CM03 | Refined to broaden 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 |
| --- | --- | --- |
| Compare, evaluate and use information and ideas from diverse print, visual, digital and online sources representing different perspectives related to common areas of interest and study (VCVIC021)Respond to a range of traditional and contemporary forms of art and entertainment, and imaginative and creative texts, including digital texts, describing and discussing themes, values, plot and representations of characters and events, and expressing preferences (VCVIC023)Analyse the relationship between context, purpose and audience, language features and cultural elements associated with different types of texts in actual or online contexts (VCVIU031) | interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audienceVC2LV10CM04 | Combined and refined, with reference to ‘spoken, written, viewed and multimodal texts’ added. Specific text types and other elements moved to elaborations |
| Analyse the relationship between context, purpose and audience, language features and cultural elements associated with different types of texts in actual or online contexts (VCVIU031) | 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 contextsVC2LV10CM05 | Refined |
| Translate and interpret texts from Vietnamese into English and vice versa, compare different versions of translations, explore differences and identify strategies to overcome challenges in translation (VCVIC025) |  | Removed. 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 Vietnamese

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Convey information and opinions on a variety of selected topics using diverse modes of presentation to suit specific audiences and purposes, and applying conventions of text types (VCVIC022)Create imaginative texts in multimodal and digital forms that draw on past experiences or future possibilities, for a range of purposes, such as self-expression or engagement, and for a range of audiences (VCVIC024) | 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 audiencesVC2LV10CM06 | Combined and refined. Specific text types and other elements moved to elaborations |
| Produce bilingual resources in multimodal and digital forms for the school and local community, such as travel brochures, comics, blogs or video clips, considering the role of culture when transferring meaning from one language to another (VCVIC026) |  | 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 |
| --- | --- | --- |
| Apply knowledge of sounds, tones and spelling to spoken and written Vietnamese, inferring the meaning of unfamiliar words encountered in a range of contexts, and explore intonation patterns and pauses in a range of sentences (VCVIU029) | apply features and conventions of spoken Vietnamese such as intonation, tone, rhythm and sound to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contextsVC2LV10UL01 | Refined for clarity. Reference to ‘enhance and extend fluency’ added to support the learning progression |
| Apply knowledge of sounds, tones and spelling to spoken and written Vietnamese, inferring the meaning of unfamiliar words encountered in a range of contexts, and explore intonation patterns and pauses in a range of sentences (VCVIU029)Expand grammatical and vocabulary knowledge to communicate, link and extend ideas, for example, using cohesive devices such as conjunctions, verbs to express modality, direct/indirect speech, abstract vocabulary and common Vietnamese idioms (VCVIU030) | 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 typeVC2LV10UL02 | Specific language elements moved to elaborations to be more concise. The words ‘a range of texts’ added to reinforce the use of grammatical structures in communicative contexts. Reference to ‘some complex structures’ included to support the learning progression |
| Identify and analyse linguistic features of Vietnamese that vary according to purpose and relationships (VCVIU032) | reflect on and evaluate Vietnamese texts, using metalanguage to discuss language structures and featuresVC2LV10UL03 | Refined and expanded. 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 |
| --- | --- | --- |
| Reflect on own ways of communicating in Vietnamese and English, recognising that intercultural communication involves shared responsibility for meaning-making (VCVIC027)Reflect on own sense of identity and discuss ways in which identity is expressed in intercultural communication (VCVIC028)Explore how language and culture are interrelated and how they shape and are shaped by each other (VCVIU035) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicatingVC2LV10UL04 | Combined, refined and reworded for clarity. Specific activities moved to elaborations |
| Understand how the Vietnamese language has evolved and how it continues to change over time and from place to place due to processes such as globalisation and migration, and the influence of technology and popular culture (VCVIU033) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |