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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Languages/Non-Roman Alphabet F-10 Sequence *toward* Level 2 Achievement standard** | | |
| **Context:** Students develop knowledge of the language being studied through everyday language learning activities. They interact with others in the classroom and participate in activities where their language skills and knowledge are developed. Students learn how to introduce themselves and greet others. Students learn and use common greetings and expressions related to their interactions with family and friends.  **Content Descriptions:**   * Interact with peers and teacher, using simple language and gestures for exchanges [(VCNRC001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC001) * Participate in guided activities and simple exchanges using simple repetitive language [(VCNRC002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC002) * Recognise that the languages people use reflect their culture, such as who they are, where and how they live, and find examples of similarities and differences between the language being studied and their own ways of communicating [(VCNRU017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU017) | | |
|  | **Example of Indicative Progress toward Level 2 Achievement Standard** | **Non-Roman Alphabet Languages Level 2 Achievement Standard** |
| In **Non-Roman Alphabet Languages**, indicative progression towards the Level 2 achievement standard may be when students:   * produce some of the distinctive sounds of the language * with teacher guidance, repeat and reproduce simple teacher modeled greetings and expressions when meeting people for the first time * with teacher support, identify similarities and differences between their own languages and the language being studied when introducing themselves to others | By the end of Level 2:   * Students interact with teachers and peers through action-related talk and play. * They introduce themselves and their family and exchange greetings, farewells, and express thanks. * They use simple repetitive language when participating in shared activities and simple exchanges, respond to simple instructions and imitate frequently used classroom language. * When speaking, they reproduce distinctive sounds and letters of the language being studied. * Students identify specific words, such as names of people, places, or objects in simple spoken and written texts and respond to imaginative experiences. * They present information about themselves, their family, friends and possessions using gestures and modelled language. * They create simple texts, such as captions to images, using familiar words, phrases and sentence patterns. * They use vocabulary related to their classroom and family. * They recognise questions and commands and use short sentences with appropriate language structures to communicate about themselves, their family and classroom. * They translate frequently used words and simple phrases relating to their immediate environment, using visual cues and identifying similarities and differences. * They give examples of ways the language being studied sounds and looks different from other languages that they bring to the classroom. * Students identify how letters of the language being studied alphabet are represented in words and read. * They identify features of familiar texts, such as songs, labels and captions. * They recognise that different titles and greetings are used to address people in different situations. * They list the different languages that are spoken in Australia. * They identify similarities and differences between the language being studied and their own language and culture. |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Languages/Non-Roman Alphabet F-10 Sequence *toward* Level 4 Achievement standard** | | |
| **VCAA EXAMPLE**  **Context:**  Students are provided with opportunities to talk and write about themselves and broader items of interest in the language being studied. They learn more about the language and culture. Students will learn about a particular tradition and participate in related celebration activities.  **Content descriptions:**   * Participate collaboratively in shared class experiences which involve planning and simple transactional exchanges [(VCNRC019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC019) * Create simple bilingual resources for familiar audiences [(VCNRC026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC026) * Identify vocabulary, behaviours and expressions which reflect cultural values, beliefs and traditions to make connections between cultural practices and language use [(VCNRU034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU034) | | |
| **Non-Roman Alphabet Languages Level 2 Achievement Standard** | **Example of Indicative Progress toward Level 4 Achievement Standard** | **Non-Roman Alphabet Languages Level 4 Achievement Standard** |
| By the end of Level 2:   * Students interact with teachers and peers through action-related talk and play. * They introduce themselves and their family and exchange greetings, farewells, and express thanks. * They use simple repetitive language when participating in shared activities and simple exchanges, respond to simple instructions and imitate frequently used classroom language. * When speaking, they reproduce distinctive sounds and letters of the language being studied. * Students identify specific words, such as names of people, places, or objects in simple spoken and written texts and respond to imaginative experiences. * They present information about themselves, their family, friends and possessions using gestures and modelled language. * They create simple texts, such as captions to images, using familiar words, phrases and sentence patterns. * They use vocabulary related to their classroom and family. * They recognise questions and commands and use short sentences with appropriate language structures to communicate about themselves, their family and classroom. * They translate frequently used words and simple phrases relating to their immediate environment, using visual cues and identifying similarities and differences. * They give examples of ways the language being studied sounds and looks different from other languages that they bring to the classroom. * Students identify how letters of the language being studied are represented in words and read. * They identify features of familiar texts, such as songs, labels and captions. * They recognise that different titles and greetings are used to address people in different situations. * They list the different languages that are spoken in Australia. * They identify similarities and differences between the language being studied and their own language and culture. | In **Non-Roman Alphabet Languages**, indicative progression towards the Level 4 achievement standard may be when students:   * participate in shared writing of short dialogues related to a particular tradition, and then rehearse in preparation for a classroom performance of their work * understand the relevance of the tradition being studied and associated foods, customs, practices | By the end of Level 4:   * Students interact with the teacher and peers to share simple information about aspects of their lives, such as school, home and everyday routines. * They use formulaic expressions when participating in classroom routines, collaborative activities and simple transactional exchanges, such as praising and encouraging others, asking for assistance, seeking clarification, requesting permission. * They use features of pronunciation when asking questions and making statements and exclamation, including use of the accent mark if applicable. * Students locate information related to everyday contexts and routines and use simple statements and support materials to present information about themselves, others, home and school. * They respond to imaginative texts by talking about favourite elements, acting out events and making simple statements about characters. * They perform and create short imaginative texts, using formulaic expressions and modelled language. * Students use vocabulary related to school, home and everyday routines and describe people, objects or events using adjectives and adverbs. * They use appropriate grammar and syntax in simple spoken and written texts. * They translate and interpret common words and frequently used language relating to familiar environments and create simple bilingual resources for the classroom, such as picture dictionaries and captions. * Students identify and write letters of the alphabet of the language being studied, and recognise sound-letter relationships. * They identify the structure and linguistic features of texts used in familiar contexts, such as stories, songs, recipes and conversations. * They provide examples of how language use varies according to the context and the purpose of the exchange. * They recognise that languages change over time, and that languages influence each other, providing examples of words in the language being studied that are borrowed from other languages. * They compare the language being studied and English, identifying similarities and differences, particularly in vocabulary, behaviours and expressions related to cultural practices such as special occasions. |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Languages/Non-Roman Alphabet F-10 Sequence *toward* Level 6 Achievement standard** | | |
| **VCAA EXAMPLE**  **Context:** Students identify and share information or opinions. They undertake specific tasks that are designed to systematically develop language skills and knowledge of the language being studied. Students learn about mythology/ legends/short stories and participate in various written and spoken activities related to characters and settings.  **Content descriptions:**   * Collaborate in group tasks and shared experiences which involve planning, making suggestions and completing transactions [(VCNRC036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC036) * Listen to, read and view imaginative texts and respond by expressing feelings and opinions about the storyline, themes and characters [(VCNRC040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC040) * Identify and use language features of different types of oral and written texts recognising that linguistic choices depend on audience and purpose[(VCNRU048)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU048) | | |
| **Non-Roman Alphabet Languages Level 4 Achievement Standard** | **Example of Indicative Progress toward Level 6 Achievement Standard** | **Non-Roman Alphabet Languages Level 6 Achievement Standard** |
| By the end of Level 4:   * Students interact with the teacher and peers to share simple information about aspects of their lives, such as school, home and everyday routines. * They use formulaic expressions when participating in classroom routines, collaborative activities and simple transactional exchanges, such as praising and encouraging others, asking for assistance, seeking clarification, requesting permission. * They use features of pronunciation when asking questions and making statements and exclamation, including use of the accent mark if applicable. * Students locate information related to everyday contexts and routines and use simple statements and support materials to present information about themselves, others, home and school. * They respond to imaginative texts by talking about favourite elements, acting out events and making simple statements about characters. * They perform and create short imaginative texts, using formulaic expressions and modelled language. * Students use vocabulary related to school, home and everyday routines and describe people, objects or events using adjectives and adverbs. * They use appropriate grammar and syntax in simple spoken and written texts. * They translate and interpret common words and frequently used language relating to familiar environments and create simple bilingual resources for the classroom, such as picture dictionaries and captions. * Students identify and write letters of the alphabet of the language being studied, and recognise sound-letter relationships. * They identify the structure and linguistic features of texts used in familiar contexts, such as stories, songs, recipes and conversations. * They provide examples of how language use varies according to the context and the purpose of the exchange. * They recognise that languages change over time, and that languages influence each other, providing examples of words in the language being studied that are borrowed from other languages. * They compare the language being studied and English, identifying similarities and differences, particularly in vocabulary, behaviours and expressions related to cultural practices such as special occasions. | In **Non-Roman Alphabet Languages**, indicative progression towards the Level 6 achievement standard may be when students:   * listen to and read myths/ legends/ short stories and participate in class discussions related to the characters and settings. * create questions they would ask if they were to interview a character from one of the myths/ legends/short stories. * rehearse and perform a reader’s theatre script of a myth/ legend/short story. | By the end of Level 6:   * Students use the spoken and written language being studied to exchange personal information, describe feelings and express preferences. * When participating in collaborative activities, transactions and classroom routines, they ask and respond to questions, plan collaboratively, and make suggestions and statements. * When interacting, students use key features of pronunciation and intonation, including accents where appropriate. * They obtain and compare information from a range of texts related to aspects of daily life and events. * They present information about their personal world in different formats. * They express their feelings about the storyline and characters encountered in texts and create and perform simple imaginative texts using familiar language. * They use tenses in combination with appropriate grammatical elements to construct and expand sentences and apply basic rules of spelling and punctuation, such as question marks, capital letters, commas, exclamation marks and speech marks. * They translate and interpret simple texts, identifying words that are not easily translated and create bilingual texts for the classroom and school community. * They compare ways of communicating in the language being studied and English to identify similarities and differences and suggest how culture influences language use. * Students identify and reproduce orally and in writing letters and sounds of the language being studied. * They identify the relationship between language choices, and the audience and purpose of different text types. * They describe the importance of register in different contexts and situations. * They appreciate the dynamic nature of the language being studied, identifying changes that have occurred due to new technologies and knowledge. * They describe ways that identity and the nature of communication are directly related to language and culture. |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Languages/Non-Roman Alphabet F-10 Sequence *toward* Level 8 Achievement standard** | | |
| **VCAA EXAMPLE**  **Context:**  Students undertake specific tasks and activities that are designed to systematically develop language skills and knowledge in the language being studied. Content may link to other areas of the curriculum. Students will learn about the influence and impact of the food on health. They will also learn about different geographical regions of a country where the language being studied is spoken and the food/cooking of those regions.  **Content descriptions:**   * Participate in collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions [(VCNRC053)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC053) * Obtain and interpret information from a range of spoken, written, print or digital texts related to topics of interest such as leisure, food and diet, entertainment and special occasions [(VCNRC055)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC055) * Examine the structure and linguistic choices of a range of personal, informative and imaginative texts, such as diary entries, news reports, cartoons and stories, and consider how these choices were influenced by audience and purpose [(VCNRU065)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU065) | | |
| **Non-Roman Alphabet Languages Level 6 Achievement Standard** | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Non-Roman Alphabet Languages Level 8 Achievement Standard** |
| By the end of Level 6:   * Students use the spoken and written language being studied to exchange personal information, describe feelings and express preferences. * When participating in collaborative activities, transactions and classroom routines, they ask and respond to questions, plan collaboratively, and make suggestions and statements. * When interacting, students use key features of pronunciation and intonation, including accents where appropriate. * They obtain and compare information from a range of texts related to aspects of daily life and events. * They present information about their personal world in different formats. * They express their feelings about the storyline and characters encountered in texts and create and perform simple imaginative texts using familiar language. * They use tenses in combination with appropriate grammatical elements to construct and expand sentences and apply basic rules of spelling and punctuation, such as question marks, capital letters, commas, exclamation marks and speech marks. * They translate and interpret simple texts, identifying words that are not easily translated and create bilingual texts for the classroom and school community. * They compare ways of communicating in the language being studied and English to identify similarities and differences and suggest how culture influences language use. * Students identify and reproduce orally and in writing letters and sounds of the language being studied. * They identify the relationship between language choices, and the audience and purpose of different text types. * They describe the importance of register in different contexts and situations. * They appreciate the dynamic nature of the language being studied, identifying changes that have occurred due to new technologies and knowledge. * They describe ways that identity and the nature of communication are directly related to language and culture. | In **Non-Roman Alphabet Languages**, indicative progression towards the Level 8 achievement standard may be when students:   * are introduced to the healthy food pyramid * learn about the importance of good health through class discussion of the proverb “Healthy mind in a healthy body” * through research and class activities, develop knowledge of selected geographical areas of a country where the language being studied is spoken and the food / cooking of those regions * integrate information from a range of sources about regional food/ cooking in order to produce a class recipe book | By the end of Level 8:   * Students use the written and spoken language being studied to initiate and sustain classroom interactions to carry out transactions and to exchange information, ideas, thoughts and feelings about people, objects, places and events. * They ask and respond to open-ended questions and use rehearsed and spontaneous language to engage in discussions, negotiate, make decisions and arrangements, and offer opinions. * They apply appropriate pronunciation and rhythm in the spoken language being studied to a range of sentence types, including, if applicable, use of the accent mark for both intonation and meaning. * They locate and interpret information and ideas on topics of interest from a range of texts and communicate information, views and ideas using different modes of presentation. * They share their response to different imaginative texts by expressing feelings and opinions and describing ways in which ideas, characters, places and events are represented. * Students create imaginative texts about people, places and experiences to entertain others. * They use grammatical features to construct compound and complex sentences and link ideas and sentences. * They apply rules of punctuation and spelling to their own written constructions. * They translate and interpret texts, identifying and explaining words with particular cultural significance in the language being studied and create bilingual texts for the school and wider community, providing subtitles, captions or commentaries to assist meaning. * They explain why communication with others involves shared responsibility for making meaning, and identify the choices and adjustments they make when participating in intercultural interactions. * They analyse the structure and linguistic features of different text types to identify their relationship with audience and purpose. * They analyse language use in different contexts, including formal and informal, explaining the impact of purpose, audience and social setting. * They explain the dynamic nature of the language being studied from ancient to modern times, and suggest reasons for change. * They understand how language use reflects cultural ideas, assumptions and perspectives and recognise that what is considered normal in communication varies across cultures. |

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| Previous level’s achievement standard as a starting point of comparison  Previous level’s achievement standard as a starting point of comparison  **CURRICULUM AREA – Languages/Non-Roman Alphabet F-10 Sequence *toward* Level 10 Achievement standard** | | |
| **VCAA EXAMPLE**  **Context:** The program of learning should include opportunities to talk and write about a range of topics in the language being studied. They should interact meaningfully with others and manage information and opinions. Students will undertake specific tasks and activities that are designed to systematically develop language skills and knowledge. Students will plan a class trip and organise a week’s stay in a city / country where the language being studied is spoken where they must visit historically significant sites.  **Content descriptions:**   * Participate in and contribute ideas and opinions to collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions [(VCNRC070)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC070) * Adapt and present information, ideas and opinions on a range of issues in a variety of text types and modes selected to suit audience and purpose [(VCNRC073)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC073) * Discuss the interrelationship between linguistic elements, context, purpose, audience and structure of a wide range of text types and identify how cultural elements are incorporated [(VCNRU082)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU082) | | |
| **Non-Roman Alphabet Languages Level 8 Achievement Standard** | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Non-Roman Alphabet Languages Level 10 Achievement Standard** |
| By the end of Level 8:   * Students use the written and spoken language being studied to initiate and sustain classroom interactions to carry out transactions and to exchange information, ideas, thoughts and feelings about people, objects, places and events. * They ask and respond to open-ended questions and use rehearsed and spontaneous language to engage in discussions, negotiate, make decisions and arrangements, and offer opinions. * They apply appropriate pronunciation and rhythm in the spoken language being studied to a range of sentence types, including, if applicable, use of the accent mark for both intonation and meaning. * They locate and interpret information and ideas on topics of interest from a range of texts and communicate information, views and ideas using different modes of presentation. * They share their response to different imaginative texts by expressing feelings and opinions and describing ways in which ideas, characters, places and events are represented. * Students create imaginative texts about people, places and experiences to entertain others. * They use grammatical features to construct compound and complex sentences and link ideas and sentences. * They apply rules of punctuation and spelling to their own written constructions. * They translate and interpret texts, identifying and explaining words with particular cultural significance in the language being studied and create bilingual texts for the school and wider community, providing subtitles, captions or commentaries to assist meaning. * They explain why communication with others involves shared responsibility for making meaning, and identify the choices and adjustments they make when participating in intercultural interactions. * They analyse the structure and linguistic features of different text types to identify their relationship with audience and purpose. * They analyse language use in different contexts, including formal and informal, explaining the impact of purpose, audience and social setting. * They explain the dynamic nature of the language being studied from ancient to modern times, and suggest reasons for change. * They understand how language use reflects cultural ideas, assumptions and perspectives and recognise that what is considered normal in communication varies across cultures. | In **Non-Roman Alphabet Languages**, indicative progression towards the Level 10 achievement standard may be when students:   * with teacher guidance and support, become familiar with the history of some significant sites of Athens, for example, The Parthenon and the Acropolis Museum, Herodotus Theatre, Athena and the Acropolis * become familiar with the types of transport in Athens and the related travel timetables, for example, Metro, ΚΤΕΛ * with teacher support, plan a class trip to Athens, producing an itinerary for a week’s stay and tour | By the end of Level 10:   * Students use the written and spoken language being studied to initiate, sustain and extend formal and informal interactions with teachers, peers and others in a range of settings. * They use language spontaneously to respond to others, seek and give advice, contribute ideas and opinions, describe relationships, discuss aspirations, compare experiences and express opinions on issues of interest. * They interact with others to take action, make decisions, negotiate, plan and organise events and complete transactions. * They sustain and extend conversations by elaborating on opinions and ideas, expanding questions, and seeking and discussing responses and opinions. * They apply appropriate pronunciation, rhythm and stress in the spoken language being studied in their interactions. * They analyse and evaluate ideas and information obtained from multiple sources on a range of issues. * They present information using different text types and modes of presentation to suit different audiences and to achieve different purposes. * They share their responses to different imaginative texts by expressing and justifying opinions on language use, themes, moods and emotions. * They manipulate language and use different techniques to produce imaginative texts for different audiences. * Then creating texts, they use a variety of grammatical elements to shape meaning. * They accurately apply rules of punctuation and spelling to their own written constructions. * Students translate and analyse a range of texts, compare interpretations and explain differences. * They create a range of bilingual texts that convey intended meaning for a variety of purposes and audiences. * Students analyse a range of texts to identify cultural elements and perspectives and to explain the interrelationship between linguistic elements, context, purpose, audience and structure. * They provide examples of how language use varies according to cultural contexts, explaining why interactions in the language being studied may differ from those in English or other languages. * They explain why the language being studied, like other languages, is fluid and dynamic as well as solid and influential. * They explain ways in which language and culture are interrelated and influence each other. |