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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 7-10 Sequence *toward* Level 8 Achievement standard** |
| **VCAA EXAMPLE ONLY****Context:** Students develop knowledge of the language being studied through everyday language learning activities. The program includes opportunities for students to talk and write about themselves and interact with others. Students make arrangements to go out with friends. They learn, practice and use vocabulary and expressions related to the topic. **Content descriptions:*** Participate in collaborative activities, such as performances and presentations, that involve planning and making arrangements [(VCNRC087)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC087)
* Use spoken, written and multimodal forms of presentation to convey information on selected topics of interest [(VCNRC090)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC090)
* Identify similarities and differences between the phonological and orthographic systems of English and the language being studied [(VCNRU097)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU097)
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|  | **Example of Indicative Progress toward Level 8 Achievement Standard** | **Non-Roman Alphabet Level 8 Achievement Standard** |
| In **Non-Roman Alphabet**, indicative progression towards the Level 8 achievement standard may be when students:* use vocabulary and expressions in order to participate in a role play related to organizing going to the cinema friends
* participate in classroom activities using teacher modelled language
* practice new sounds, intonation and accentuation in order to communicate and interact with others
* are introduced to and become familiar with the sound system of the language being studied
 | By the end of Level 8:* Students use the language being studied to describe feelings, express likes and dislikes and exchange information about their personal worlds, including information about themselves, their family, friends and interests.
* They interact with others in collaborative and classroom activities, using modelled language to carry out transactions, ask and respond to familiar questions, follow instructions, and seek assistance or permission.
* When interacting, students pronounce sounds in the language being studied, and use intonation and accentuation.
* They obtain information and identify key points from different sources, using non-verbal and contextual clues to help make meaning.
* Students describe characters, events and ideas in imaginative texts using high frequency vocabulary and create short informational and imaginative texts using modelled sentence structures and formulaic expressions.
* They use the present tense, common verbs and other grammatical structures to create simple sentences and phrases.
* They translate and interpret texts, such as emails, signs and notices, using contextual clues and textual features and create simple bilingual texts for classroom use.
* When interacting, students modify their language and behaviour and recognise that aspects of their own language and culture impact on intercultural exchange.
* Students identify the similarities and differences between the sound systems of the language being studied and English.
* They describe the key features of common types of texts, comparing them with equivalent text types in English, for example, a diary entry, or party invitation.
* They give examples of how language varies according to participants, roles and relationships, and context and culture.
* They identify ways that the language and culture being studied have influenced and continue to influence and be influenced by many global languages.
* They analyse words and expressions to identify and explain connections between language and culture.
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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 7-10 Sequence *toward* Level 10 Achievement standard** |
| **VCAA EXAMPLE ONLY**Students develop further knowledge of the language being studied through everyday language learning activities. The program includes opportunities for students to talk and write about a range of topics in the language being studied and interact meaningfully with others. Students talk about their holidays. They use vocabulary and expressions related to the topic and exchange information using appropriate pronunciation, rhythm and stress when speaking.**Context:** * Participate in collaborative planning and decision making for events and shared experiences, and engage in different forms of spoken and written transactions [(VCNRC104)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC104)
* Participate in structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement [(VCNRC105)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRC105)
* Develop knowledge of vocabulary and sentence structures to elaborate meaning [(VCNRU115)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCNRU115)
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| **Non-Roman Alphabet Level 8 Achievement Standard**  | **Example of Indicative Progress toward Level 10 Achievement Standard** | **Non-Roman Alphabet Level 10 Achievement Standard** |
| By the end of Level 8:* Students use the language being studied to describe feelings, express likes and dislikes and exchange information about their personal worlds, including information about themselves, their family, friends and interests.
* They interact with others in collaborative and classroom activities, using modelled language to carry out transactions, ask and respond to familiar questions, follow instructions, and seek assistance or permission.
* When interacting, students pronounce sounds in the language being studied, and use intonation and accentuation.
* They obtain information and identify key points from different sources, using non-verbal and contextual clues to help make meaning.
* Students describe characters, events and ideas in imaginative texts using high frequency vocabulary and create short informational and imaginative texts using modelled sentence structures and formulaic expressions.
* They use the present tense, common verbs and other grammatical structures to create simple sentences and phrases.
* They translate and interpret texts, such as emails, signs and notices, using contextual clues and textual features and create simple bilingual texts for classroom use.
* When interacting, students modify their language and behaviour and recognise that aspects of their own language and culture impact on intercultural exchange.
* Students identify the similarities and differences between the sound systems of the language being studied and English.
* They describe the key features of common types of texts, comparing them with equivalent text types in English, for example, a diary entry, or party invitation.
* They give examples of how language varies according to participants, roles and relationships, and context and culture.
* They identify ways that the language and culture being studied have influenced and continue to influence and be influenced by many global languages.
* They analyse words and expressions to identify and explain connections between language and culture.
 | In **Non-Roman Alphabet**, indicative progression towards the Level 10 achievement standard may be when students:* participate in classroom activities sharing their personal preferences / experiences related to their school holidays
* rehearse teacher modelled dialogues related to holiday experiences and then participate in shared writing activities
* rehearse and become more confident when speaking using appropriate pronunciation, rhythm and stress of familiar and learned language
* with teacher support, identify and become familiar with more challenging and irregular sounds of the language
 | By the end of Level 10:* Students initiate and sustain interactions with peers by sharing opinions and experiences and comparing aspects of teenage life.
* They interact with others to make decisions and plan events.
* They ask and respond to questions, clarify understanding and express agreement or disagreement in structured discussions and tasks, and spoken and written transactions.
* When interacting, they use appropriate pronunciation, rhythm and stress.
* Students locate and analyse information and perspectives from a range of texts and communicate information and ideas using different modes of presentation selected to suit audience and purpose.
* They share their responses to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices.
* They use different techniques to produce imaginative texts for different audiences.
* They use a range of grammatical structures and elements and apply their knowledge of vocabulary and grammatical structures to extend meaning.
* They translate, interpret and create texts, such as notices, posters, advertisements, announcements and blogs, into the language being studied and English for the wider community.
* When interacting, students share responsibility for making meaning.
* They provide examples of how their identity influences their intercultural exchanges.
* Students identify and reproduce the sounds and letters of the language being studied.
* They analyse a range of text types in various modes to explain the relationship between context, purpose and audience and to identify structural, linguistic and culturally-specific features.
* They compare the language being studied and culture in various linguistic and cultural settings in Australia and overseas, and provide reasons for variations that exist. They identify ways that the language being studied has changed over time and propose reasons why it continues to change.
* They explain how cultural assumptions, attitudes and beliefs can affect interactions and appreciate the importance of mutual understanding in effective communication.
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