

Achievement standards

Year 10 Australian Curriculum

This resource provides a summary of the Australian Curriculum achievement standards used to assess and report on student progress in Year 10.

Cognitive verbs have been highlighted within each achievement standard. Where relevant to students demonstrating the achievement standard, qualitative adverbs have also been highlighted, e.g. students **collaboratively develop** a plan.

This document draws from the achievement standards from v8.3 of the Australian Curriculum (released 14/12/2016).

Categories of achievement standard

Year 10 specific achievement standards	Banded achievement standards for Year 9 and Year 10
<ul style="list-style-type: none">• English• Mathematics• Science• History• Geography• Economics and Business• Civics and Citizenship• Work Studies (optional)	<ul style="list-style-type: none">• Dance• Drama• Music• Media Arts• Visual Arts• Design and Technologies• Digital Technologies• Health and Physical Education• Languages

English

Receptive modes (listening, reading and viewing)

By the end of Year 10, students **evaluate** how text structures can be used in innovative ways by different authors. They **explain** how the choice of language features, images and vocabulary contributes to the development of individual style. They **develop** and **justify** their own interpretations of texts. They **evaluate** other interpretations, **analysing** the evidence used to support them. They **listen** for ways features within texts can be manipulated to achieve particular effects.

Productive modes (speaking, writing and creating)

Students **show** how the selection of language features can **achieve** precision and stylistic effect. They **explain** different viewpoints, attitudes and perspectives through the **development** of cohesive and logical arguments. They **develop** their own style by **experimenting** with language features, stylistic devices, text structures and images. Students **create** a wide range of texts to **articulate** complex ideas. They **make** presentations and **contribute actively** to class and group discussions, **building** on others' ideas, **solving** problems, **justifying** opinions and **developing** and **expanding** arguments. They **demonstrate** understanding of grammar, **vary** vocabulary choices for impact, and **accurately use** spelling and punctuation when **creating** and **editing** texts.

Mathematics

By the end of Year 10, students **recognise** the connection between simple and compound interest. They **solve** problems involving linear equations and inequalities. They **make the connections** between algebraic and graphical representations of relations. Students **solve** surface area and volume problems relating to composite solids. They **recognise** the relationships between parallel and perpendicular lines. Students **apply** deductive reasoning to proofs and numerical exercises involving plane shapes. They **compare** data sets by referring to the shapes of the various data displays. They **describe** bivariate data where the independent variable is time. Students **describe** statistical relationships between two continuous variables. They **evaluate** statistical reports.

Students **expand** binomial expressions and **factorise** monic quadratic expressions. They **find** unknown values after substitution into formulas. They **perform** the four operations with simple algebraic fractions. Students **solve** simple quadratic equations and pairs of simultaneous equations. They **use** triangle and angle properties to **prove** congruence and similarity. Students **use** trigonometry to **calculate** unknown angles in right-angled triangles. Students **list** outcomes for multi-step chance experiments and **assign** probabilities for these experiments. They **calculate** quartiles and inter-quartile ranges.

Science

By the end of Year 10, students **analyse** how the periodic table organises elements and **use** it to **make** predictions about the properties of elements. They **explain** how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They **explain** the concept of energy conservation and represent energy transfer and transformation within systems. They **apply** relationships between force, mass and acceleration to **predict** changes in the motion of objects. Students **describe** and **analyse** interactions and cycles within and between Earth's spheres. They **evaluate** the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They **explain** the processes that underpin heredity and evolution. Students **analyse** how the models and theories they use have developed over time and **discuss** the factors that prompted their review.

Students **develop** questions and hypotheses and independently **design** and **improve** appropriate methods of investigation, including field work and laboratory experimentation. They **explain** how they have considered reliability, safety, fairness and ethical actions in their methods and **identify** where digital technologies can be used to enhance the quality of data. When **analysing** data, **selecting** evidence and **developing** and **justifying** conclusions, they **identify** alternative explanations for findings and **explain** any sources of uncertainty. Students **evaluate** the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They **construct** evidence-based arguments and **select** appropriate representations and text types to **communicate** science ideas for specific purposes.

Humanities and Social Sciences

History

By the end of Year 10, students **refer** to key events, the actions of individuals and groups, and beliefs and values to **explain** patterns of change and continuity over time. They **analyse** the causes and effects of events and developments and **explain** their relative importance. They **explain** the context for people's actions in the past. Students **explain** the significance of events and developments from a range of perspectives. They **explain** different interpretations of the past and **recognise** the evidence used to support these interpretations.

Students **sequence** events and developments within a chronological framework, and **identify** relationships between events across different places and periods of time. When researching, students **develop, evaluate** and **modify** questions to **frame** a historical inquiry. They **process, analyse** and **synthesise** information from a range of primary and secondary sources and **use** it as evidence to **answer** inquiry questions. Students **analyse** sources to **identify** motivations, values and attitudes. When **evaluating** these sources, they **analyse** and **draw** conclusions about their usefulness, taking into account their origin, purpose and context. They **develop** and **justify** their own interpretations about the past. Students **develop** texts, particularly **explanations** and **discussions**, incorporating historical **argument**. In **developing** these texts and **organising** and **presenting** their arguments, they **use** historical terms and concepts, evidence identified in sources, and they **reference** these sources.

Geography

By the end of Year 10, students **explain** how interactions between geographical processes at different scales change the characteristics of places. Students **identify, analyse** and **explain** significant interconnections between people, places and environments and **explain** changes that result from these interconnections and their consequences. They **predict** changes in the characteristics of places and environments over time, across space and at different scales and **explain** the predicted consequences of change. They **evaluate** alternative views on a geographical challenge and alternative strategies to **address** this challenge using environmental, economic, political and social criteria and **draw** a reasoned conclusion.

Students **use** initial research to **develop** and **modify** geographically significant questions to **frame** an inquiry. They **critically evaluate** a range of primary and secondary sources to **select** and **collect** relevant, reliable and unbiased geographical information and data. Students **record** and **represent** multi-variable data in of the most appropriate digital and non-digital forms, including a range of graphs and maps that use suitable scales and comply with cartographic conventions. They **use** a range of methods and digital technologies to **interpret** and **analyse** maps, data and other information to **make** generalisations and inferences, **propose** explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales, and **predict** outcomes. They **analyse** and **synthesise** data and other information to **draw** reasoned conclusions, taking into account alternative perspectives. Students **present** findings, arguments and explanations **using** relevant geographical terminology and graphic representations and digital technologies in a range of selected and appropriate communication forms. They **evaluate** their findings and **propose** action in response to a contemporary geographical challenge, **taking** account of environmental, economic, political and social considerations. They **explain** the predicted outcomes and consequences of their proposal.

Civics and Citizenship

By the end of Year 10, students **compare** and **evaluate** the key features and values of systems of government, and **analyse** the Australian Government's global roles and responsibilities. They **analyse** the role of the High Court and **explain** how Australia's international legal obligations influence law and government policy. Students **evaluate** a range of factors that sustain democratic societies.

When researching, students **evaluate** a range of questions to **investigate** Australia's political and legal systems and **critically analyse** information gathered from different sources for relevance, reliability and omission. They **account** for and **evaluate** different interpretations and points of view on civics and citizenship issues. When **planning** for action, students **take** account of multiple perspectives and ambiguities, **use** democratic processes, and **negotiate** solutions to an issue. Students **develop** and **present** evidenced-based arguments **incorporating** different points of view on civics and citizenship issues. They **use** appropriate texts, subject-specific language and concepts. They **evaluate** ways they can be active and informed citizens in different contexts.

Economics and Business

By the end of Year 10, students **explain** why and how governments manage economic performance to improve living standards. They **give** explanations for variations in economic performance and standards of living within and between economies. They **analyse** factors that influence major consumer and financial decisions and **explain** the short- and long-term effects of these decisions. They **explain** how businesses respond to changing economic conditions and improve productivity. Students **evaluate** the effect of organisational and workforce management on business performance.

When **researching**, students **develop** questions and **formulate** hypotheses to **frame** an investigation of an economic or business issue or event. They **gather** and **analyse** reliable data and information from different sources to **identify** trends, **explain** relationships and **make** predictions. Students **generate** alternative responses to an issue, **taking** into account multiple perspectives. They **use** cost-benefit analysis and appropriate criteria to **propose** and **justify** a course of action. They **apply** economics and business knowledge, skills and concepts to familiar, unfamiliar and complex hypothetical problems. Students **develop** and **present** evidence-based conclusions and reasoned arguments **incorporating** different points of view. They **use** appropriate texts, subject-specific language, conventions and concepts. They **analyse** the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions.

The Arts

Dance

By the end of Year 10, students **analyse** the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they **make, perform** and **view**. They **evaluate** the impact of dance from different cultures, places and times on Australian dance.

Students **choreograph** dances by **manipulating** and **combining** the elements of dance, choreographic devices, form and production elements to **communicate** their choreographic intent. They **choreograph, rehearse** and **perform dances, demonstrating** technical and expressive skills appropriate to the genre and style.

Drama

By the end of Year 10, students **analyse** the elements of drama, forms and performance styles and **evaluate** meaning and aesthetic effect in drama they **devise, interpret, perform** and **view**. They **use** their experiences of drama practices from different cultures, places and times to **evaluate** drama from different viewpoints.

Students **develop** and **sustain** different roles and characters for given circumstances and intentions. They **perform** devised and scripted drama in different forms, styles and performance spaces. They **collaborate** with others to plan, direct, produce, rehearse and refine performances. They **select** and **use** the elements of drama, narrative and structure in **directing** and **acting** to **engage** audiences. They **refine** performance and expressive skills in voice and movement to **convey** dramatic action.

Media Arts

By the end of Year 10, students **analyse** how social and cultural values and alternative points of view are portrayed in media artworks they **make, interact** with and **distribute**. They **evaluate** how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They **evaluate** how social, institutional and ethical issues influence the making and use of media artworks.

Students **produce** representations that **communicate** alternative points of view in media artworks for different community and institutional contexts. They **manipulate** genre and media conventions and **integrate** and **shape** the technical and symbolic elements for specific purposes, meaning and style. They **collaboratively apply** design, production and distribution processes.

Music

By the end of Year 10, students **analyse** different scores and performances **aurally** and **visually**. They **evaluate** the use of elements of music and defining characteristics from different musical styles. They **use** their **understanding** of music making in different cultures, times and places to **inform** and **shape** their interpretations, performances and compositions.

Students **interpret**, **rehearse** and **perform** solo and ensemble repertoire in a range of forms and styles. They **interpret** and **perform** music with technical control, expression and stylistic understanding. They **use** aural skills to **recognise** elements of music and **memorise** aspects of music such as pitch and rhythm sequences. They **use** knowledge of the elements of music, style and notation to **compose**, **document** and **share** their music.

Visual Arts

By the end of Year 10, students **evaluate** how representations communicate artistic intentions in artworks they **make** and **view**. They **evaluate** artworks and displays from different cultures, times and places. They **analyse** connections between visual conventions, practices and viewpoints that **represent** their own and others' ideas. They **identify** influences of other artists on their own artworks.

Students **manipulate** materials, techniques and processes to **develop** and **refine** techniques and processes to **represent** ideas and subject matter in their artworks.

Technologies

Design and Technology

By the end of Year 10, students **explain** how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They **identify** the changes necessary to designed solutions to realise preferred futures they have **described**. When **producing** designed solutions for **identified** needs or opportunities, students **evaluate** the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.

Students **create** designed solutions for one or more of the technologies contexts based on a critical **evaluation** of needs or opportunities. They **establish** detailed criteria for success, including sustainability considerations, and **use** these to **evaluate** their ideas and designed solutions and processes. They **create** and **connect** design ideas and processes of increasing complexity and **justify** decisions. Students **communicate** and **document** projects, including **marketing** for a range of audiences. They independently and collaboratively **apply** sequenced production and management plans when **producing** designed solutions, **making** adjustments to plans when necessary. They **select** and **use** appropriate technologies **skillfully** and **safely** to **produce** high-quality designed solutions suitable for the intended purpose.

Digital Technologies

By the end of Year 10, students **explain** the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They **explain** simple data compression, and why content data are separated from presentation.

Students **plan** and **manage** digital projects using an iterative approach. They **define** and **decompose** complex problems in terms of functional and non-functional requirements. Students **design** and **evaluate** user experiences and algorithms. They **design** and **implement** modular programs, including an object-oriented program, **using** algorithms and data structures **involving** modular functions that reflect the relationships of real-world data and data entities. They **take** account of privacy and security requirements when **selecting** and **validating** data. Students **test** and **predict** results and **implement** digital solutions. They **evaluate** information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They **share** and **collaborate** online, **establishing** protocols for the use, transmission and maintenance of data and projects.

Health and Physical Education

By the end of Year 10, students **critically analyse** contextual factors that influence identities, relationships, decisions and behaviours. They **analyse** the impact attitudes and beliefs about diversity have on community connection and wellbeing. They **evaluate** the outcomes of emotional responses to different situations.

Students **access**, **synthesise** and **apply** health information from credible sources to **propose** and **justify** responses to health situations. Students **propose** and **evaluate** interventions to **improve** fitness and physical activity levels in their communities. They **examine** the role physical activity has played historically in defining cultures and cultural identities.

Students **demonstrate** leadership, fair play and cooperation across a range of movement and health contexts. They **apply** decision-making and problem-solving skills when **taking** action to **enhance** their own and others' health, safety and wellbeing. They **apply** and **transfer** movement concepts and strategies to new and challenging movement situations. They **apply** criteria to **make** judgements about and **refine** their own and others' specialised movement skills and movement performances. They **work collaboratively** to **design** and **apply** solutions to movement challenges.

Work Studies (optional)

By the end of Year 10 students **explain** the relationship between changing circumstances, learning and 21st century work opportunities and **identify** the skills needed to manage changes. They **evaluate** work-related communication tools and **analyse** the skills and capacities needed for 21st century work including appropriate communication skills, collaboration and teamwork. Students **explain** the importance of developing entrepreneurial skills and a distinct profile to access and manage 21st century work opportunities and challenges. Students **understand** the importance of growing self-awareness in improving learning, accessing work opportunities and developing appropriate skills and making more-informed subject and career choices. They **analyse** emerging 21st century work arrangements and the resultant changing relationships between participants, the opportunities arising and the skills needed for these emerging work arrangements. Students **explain** the roles of agencies associated with employment support. They **outline** 21st century approaches to recruitment and selection, and skills required in responding to them. Students **explain** the benefits of different cultural perspectives in managing work and problem-solving. They **identify** possible tensions arising in work-related contexts and **understand** the approaches to resolve conflicts and tensions.

Students **process** the skills required to manage change and transition. They **select** learning strategies and career information and sources and **evaluate** and **align** their personal capacities. They **select** and **apply** appropriate communication methods in a range of contexts. Students **form** and **work** in teams on a range of work-related tasks and **observe** and **incorporate** the skills needed to **work collaboratively**. They **apply** entrepreneurial skills to **plan, implement** and **complete** a negotiated action project. Students **evaluate** their findings, **propose** actions, **make** recommendations and **present** these to an audience of stakeholders. They **synthesise** increased self-knowledge and career information to school and career-based decisions and **create** potential career scenarios. Students **research** a range of information and data to **identify** trends in work arrangements emerging over time and **evaluate** agencies and organisations that support various employment situations. Students **practise using** and **responding** to 21st century recruitment and selection tools, methods and skills for **accessing** real and created work opportunities. Students **collect** and **interpret** information on different cultural approaches to ways of working. They **explain** the importance of culturally diverse workplaces to managing work, work relationships and productivity. Students **apply** conflict resolution methods and skills to work-related contexts.

Languages

Banded and variable entry point achievement standards for Languages (including F–10 and 7–10 entry sequences for first, second and background language learner pathways)

- Arabic
- Auslan
- Chinese
- Aboriginal languages and Torres Strait Islander languages
- Classical languages
- French
- German
- Hindi
- Indonesian
- Italian
- Japanese
- Korean
- Modern Greek
- Spanish
- Turkish
- Vietnamese

Arabic

Foundation entry to Year 10 sequence: Years 9 and 10 achievement standard

By the end of Year 10, students **use** written and spoken Arabic to **initiate, sustain and extend** formal and informal interactions with the teacher, peers and others in a range of settings. They **use** language spontaneously to **respond** to others, **seek and give** advice for example, فيك يتلئاعب يتقالع؛ رثكء اقدصأ يدنع, **describe** relationships for example, ...أ دقتعأ؛ ... نأ عيظتسأ يف زدلانودكم يف لمعأ نأ ديرأ, **discuss** aspirations for example, ةنونح انأل اريثك يتلم عم بحأ؛ ةديطو؛ لبقتسملأ يف ةم اجلا لخدأ نأ ديرأ؛ ربكأ امذنع؛ ابوروأ يلإ رفاسأ نأ ديرأ يتيب, **compare** experiences for example, ...بب سب؛ ...نأل, and **justify** opinions for example, يلأحلا يتيب نم لمجأ ناك ميذقلا on social issues of interest to them. They **listen** to different views and perspectives when **interacting** with others, and **take** action, **solve** problems and **contribute** ideas, opinions and suggestions. They **apply** pronunciation rules and rhythm to complex sentences to **enhance** spoken interactions. They **analyse, interpret and evaluate** information on topical issues of interest to young people, **making** connections with their own experiences and **considering** various perspectives. They **convey** information and perspectives **using** different text types and modes of presentation to **suit** different contexts and audiences and to **achieve** different purposes. They **share** their response to different imaginative texts by **analysing** themes for example, فده؛ صننلا يف ةيساسألأ ةركفلا, techniques for example, عوضوملا؛ صننلا يف ةعاشملا and values, and **identify** ways in which aspects of language and culture create particular effects, such as صننلا اءججؤي. Students **create** imaginative texts for a range of audiences, contexts and purposes, to **express** ideas, attitudes and values through characters, events and settings. When **creating** texts, they **use** a variety of grammatical elements to **enhance** meaning, such as indirect object,

Students **identify** the meaning and emotions conveyed in spoken texts, such as اذام ري جس اه. , and **apply** their understanding of the Arabic writing system to **enhance** meaning and aesthetic effect in written texts. They **analyse** the relationship between language choices and textual features, and the audience, purpose and context of different spoken, written and multimodal texts. Students **explain** how spoken and written forms of Arabic vary according to context, purpose and audience, and **identify** ways in which the Arabic language influences and is influenced by cultural, political and social change. They **explain** the power of language in determining the nature of intercultural communication in local and global contexts.

Auslan

Foundation entry to Year 10 sequence — First language learner pathway

Years 9 and 10 achievement standard

By the end of Year 10, students **exchange** information, ideas and opinions on a broad range of social, environmental, educational and community issues. They **summarise** and **justify** points of view and **use** reflective language to **respond** to others' opinions and perspectives, for example, RIGHT-YEAH, PRO2 DIFFERENT PERSPECTIVE NEVER THOUGHT. They **initiate**, **sustain**, **support** and **extend** discussion, **using** strategies such as **paraphrasing**, **inviting** opinions and **elaborating** responses, for example PRO2 CONFUSE PRO1 WIND-BACK. They **select** appropriate vocabulary and **use** supporting evidence when **clarifying** and **justifying** statements. They **use** respectful language to **negotiate**, **problem-solve** and to **manage** different perspectives when **engaging** in collaborative tasks, for example, PRO1 FEEL PRO2 RIGHT TALK OVER.... BECAUSE.... Students **research**, **analyse** and **evaluate** information from a range of sources and perspectives, and **create** sustained signed texts **designed to entertain**, **inform**, **persuade** or **inspire** different audiences. They **use** non-manual prosodic features to **create** emphasis or other effects. Students **analyse** different types of creative and performative texts, **considering** how specific techniques and modalities are used to different effect, for example, **using** repetition of handshapes and movement paths of signs to **create** rhyme, or the **use** of visual metaphors to **convey** meaning. They **compare** responses to texts that present particular values or points of view, for example, Deaf poetry.

They **create** their own imaginative texts such as narratives or poems, **combining** and **switching** between types of language, for example, **telling** with lexical signs or **showing** with constructed action (CA) or **depicting** signs (DSs) and frames of spatial reference to **indicate** character or observer point of view. Students **translate** and **interpret** a range of signed texts, **comparing** their translations and **explaining** factors that may have influenced their interpretation. They **identify** the relationship that exists between language, culture and identity and **explore** how individual and community identity are conveyed through cultural expression and language use. They **reflect** on the experience of communicating in a visual world and on associated challenges and advantages experienced as deaf people in a hearing world.

Students **identify** and **describe** metaphorical iconicity, for example, love, avoid/resist, and **compare** this with the use of metaphors in English. They **distinguish** character or observer frame of reference in a text; between main and subordinate clauses; and **demonstrate** how the inclusion of CA and DSs impacts on clause structure. They **analyse** different types of text, such as expository texts, **identifying** characteristic language elements and features. They **investigate** variation in the use of Auslan, **explaining** influences such as geographical location, social groupings and history, educational experience, the age of learners, family background and

degree of contact with Signed English or other languages. They **make comparisons** between the ecologies of Auslan and those of signed languages in other countries, **taking** into account issues such as language policies and language rights, advocacy, reform and language vitality. They **identify** factors that help to maintain and strengthen Auslan use, such as intergenerational contact and bilingual school programs. Students **know** that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of deaf people.

Year 7 entry to Year 10 sequence — First language learner pathway

Years 9 and 10 achievement standard

By the end of Year 10, students **use** Auslan to **share** information, experiences, interests, thoughts and feelings in relation to their personal and immediate worlds. They **describe** the appearance of people, objects and places **using** SASS depicting signs and spatial location, for example, HAVE DS: round-oval DS: located HERE NEXT-TO HAVE BUILDING BIG. THERE. *There's an oval there and next to it is a big building. It's there.* They **participate** in shared learning activities and experiences that involve **planning, transacting and problem-solving, using** simple signed statements and **asking** for repetition and clarification when required. They **follow** protocols when **interacting** with each other, with interpreters or Deaf visitors to the classroom, for example, waiting for eye contact or pauses to walk in-between signers engaged in conversation without interrupting them. Students **increasingly use** conventional Auslan signs or classifier handshapes in depictions and rely less on their idiosyncratic systems. They **modify** some indicating verbs for non-present referents and **use** constructed action to **represent** others in recounts. They **make** explicit which referent is associated with location, for example, BROTHER THERE HAVE OWN IPAD. They **recall** and **retell** specific points of information from texts such as class messages, directions, procedures, introductions and 'visual vernacular' descriptions. They **create** textual cohesion through the **use** of connectives such as lexical signs NEXT or G:WELL, or non-manual features (NMFs) and pausing. They **create** bilingual texts such as notices or digital displays and resources for the classroom. They **reflect** on how their own ways of communicating may be interpreted when interacting with hearing people, and on how they adapt their ways of communicating and behaving when interacting with them. They **reflect** on the experience of communicating in a visual world and on the challenges and advantages experienced by deaf people in a hearing world.

Students **describe** how constructed action (CA) can be shown in different ways, including eye gaze, head orientation change or body shift. They **identify** where and how a signer establishes location in space, and they **distinguish** between real and abstract space. They **build** metalanguage to **talk** about aspects of Auslan, for example, using terms such as SASS, NMFs, CA, depicting signs; and they **make** connections with terms they use in learning English, such as verb, adjective, noun. They **know** that different languages and cultures influence and borrow from each other and **identify** connections between Auslan and other signed languages, for example, BSL, ISL and ASL. They **make comparisons** between Auslan and signed languages in other countries. Students **know** that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of every deaf person.

Foundation entry to Year 10 sequence — Second language learner pathway

Years 9 and 10 achievement standard

By the end of Year 10, students **use** Auslan to **build** relationships and to **initiate, sustain** and **extend** interactions with teachers, peers and contacts in the wider community. They **engage** in debate and **discuss** aspirations and social issues, **explaining** and **justifying** positions and **elaborating** opinions **using** expressions such as NEVER THOUGHT YEAH-RIGHT. Students **use** strategies to **support** discussion, such as **self-correction, rephrasing** or **elaborating** if not understood. They **use** smooth and fluent fingerspelling. They **use** spontaneous language to **participate** in activities and learning experiences that involve **collaborating, planning, organising, negotiating** and **taking** action. They **use** modal verbs and non-manual features (NMFs) to **express** possibility, obligation and ability, such as PRO1 MAYBE SEE THAT MOVIE or PRETEND PRO2 DEAF.... Students **use** culturally appropriate norms, skills and protocols when **engaging** with and **learning** from Deaf people and the Deaf community, for example, waiting to be introduced to new people and knowing how to introduce themselves as second language Auslan learners. They **analyse, synthesise** and **evaluate** information from a range of signed sources, **summarising** key ideas and specified points of information. They **predict** the meaning of unfamiliar signs and expressions from context and their knowledge of depicting conventions. They **compare** responses to creative texts such as Deaf poetry, Deaf art and signed narratives. Students **demonstrate** understanding of Auslan and Deaf culture, for example by **preparing** and **delivering** presentations or signed narratives on social and cultural issues, community initiatives and lifestyles. They **build** cohesion and complexity in texts by **using** fully-lexical connectives such as IF, THEN and/or NMFs to **link** clauses. They **use** constructed action (CA) to **show** different points of view. Students **demonstrate** culturally appropriate and ethical behaviour when **interpreting** and **translating** texts and **consider** potential consequences of inaccurate interpreting. They **describe** how they feel and behave when communicating in a visual world, for example by **discussing** how the experience fits with their sense of self. They **reflect** on the role of Auslan in connecting and building Deaf identity.

Students **recognise** and **explain** different ways that signers represent signing space, such as character or observer space. They **understand** and **use** depicting signs and CA in complex ways to **create** composite utterances. They **investigate** variation in the use of Auslan, **explaining** influences such as geographical location, social groupings and history, educational experience, the age of learners, family background and degree of contact with Signed English or other languages. They **make comparisons** between the ecologies of Auslan and those of signed languages in other countries, **taking** account of issues such as languages policy and rights, advocacy, language reform and language vitality. They **identify** factors that help to maintain and strengthen the use of Auslan, such as intergenerational contact and bilingual school programs. Students **know** that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of every deaf person.

Year 7 entry to Year 10 sequence — Second language learner pathway

Years 9 and 10 achievement standard

By the end of Year 10, students **interact** with peers, teachers and others **using** Auslan to **communicate** about personal interests and broader issues relating to the Deaf community. They **participate** in class discussions, **explaining** and **clarifying** positions, **asking** follow-up questions, **using** non-manual features for topicalisation or negation and **responding** to each other's comments, for example IF DS:place-person DEAF TEACHER MEANS DEAF HEARING STUDENT EQUAL-ALL. They **initiate** and **sustain** interactions; **ask** for repetition, clarification or confirmation; **use** more elaborate sentence structures, such as embedding clauses; and **use** discourse markers such as SURPRISE, INCREDIBLE, WOW or UM. They **engage** in different processes of collaborative learning, including **planning**, **negotiating** and **problem-solving**, **using** familiar and some spontaneous language. They **follow** protocols when **interacting** with each other or with interpreters or Deaf visitors to the classroom, for example by interrupting conversations appropriately, waiting for eye gaze or for the signer to finish, or by providing context for a new participant joining a conversation. Students **locate**, **interpret** and **analyse** information from a variety of signed texts, such as announcements, news reports and vlogs, using context and knowledge of depicting conventions to **work out** unfamiliar meaning. They **demonstrate** understanding by **paraphrasing**, **summarising** and **explaining** main ideas, key themes or sequences of events. They **interpret** different types of creative and imaginative texts, such as Deaf performances or different expressive art forms, **describing** and **comparing** their responses. They **plan**, **draft** and **present** informative and imaginative texts, **linking** and **sequencing** ideas **using** conjunctions such as BUT or IF... THEN... as well as **joining** clauses with NMFs to **build** cohesion and to **extend** clauses. With support, they **use** constructed action (CA) to **portray** characters in a narrative, **modify** indicating verbs for non-present referents with increasing accuracy across a text, for example PRO1 ASK-HER and **use** more complex entity depicting signs, for example DS(point): man-walks-slowly. They **translate** and **interpret** texts and **create** bilingual texts and resources to use in the wider school community, **comparing** different interpretations and **making** decisions in relation to dealing with instances of non-equivalence. Students **explain** culturally appropriate and ethical behaviour for interpreting and translating texts, and **consider** potential consequences of inaccurate interpreting. They **reflect** on how their own ways of communicating may be interpreted when interacting with deaf people, and **modify** elements of their behaviour such as the use of eye contact, facial expression or body language as appropriate.

Students **identify** and **describe** instances of CA in signed texts and **explain** how signers use CA and depicting signs in composite utterances. They **identify** and **classify** non-manual features in signed texts and **describe** their function. They **know** that signs can be iconic in a number of ways, and **identify** iconic signs that represent a whole object or part of an object. They **distinguish** between viewer and diagrammatic space, including whether viewer space refers to referents that are present or non-present. Students **investigate** and **analyse** the nature of variation in the use of Auslan, **explaining** influences such as geographical location, social groupings and history, educational experience, age of learners, family background and degree of contact with Signed English or other languages. They **make comparisons** between the ecologies of Auslan and signed languages in other countries, in relation to issues such as language policies and rights, advocacy, reform and language vitality. They **identify** factors that help to maintain and strengthen the use of Auslan, such as intergenerational contact and bilingual school programs. Students **know** that Auslan plays an important role in the expression and maintenance of Deaf culture and in assuring the rights of every deaf person.

Chinese

Year 7 entry to Year 10 sequence — First language learner pathway

Years 9 and 10 achievement standard

By the end of Year 10, students **sustain** extended interactions with diverse individuals and groups, **selecting** spoken and written language for precision and for effect on participants. Students **collate** and **evaluate** a range of spoken, written and multimodal sources to **convey** different perspectives to different audiences. They **select** and **organise** ideas, **adapting** language, style, register and textual features to **mediate** these ideas for a range of audiences who speak Chinese or English or both. They **respond** to authentic texts and **create** a range of persuasive, informative and imaginative texts. Students **apply** features of prosody in their own speech. They **apply** understanding of character components and morphemes to their own writing. They **reflect** on their own experiences of interacting across diverse linguistic and cultural contexts, and **move readily** between languages and cultures.

Students **demonstrate** metalinguistic awareness across Chinese and English and **identify** similarities and differences in the structure and framing of both languages. They **make** and **justify** choices on how they **present** themselves and their ideas to audiences who speak either language. They **analyse** how language features and devices are used to achieve different purposes. Students **explain** how language and languages vary with time and according to situation and context. They **identify** evidence **showing** how texts reflect the cultural background and values of the author and different perspectives.

Foundation entry to Year 10 sequence — Background language learner pathway

Years 9 and 10 achievement standard

By the end of Year 10, students **sustain** extended exchanges with others (for example, 那个, 你知道的, 就是, 还有) and **use** Chinese to **participate** in shared activities, for example, 我为什么学汉语 · 澳大利亚的多元文化 · 年轻人的兴趣 · 网络的好与坏, 你难道不觉得...如果...就...吗? 你的意思是说...,如果是这样的话... They **apply** knowledge of rhythm, pitch, intonation, and voice projection, and **move** between traditional and simplified characters as appropriate to role, audience and purpose.

Students **respond** to and **create** imaginative, persuasive and informative texts such as 自发采访 · 本地电视节目, 访谈节目 and 偶像剧 · 娱乐节目 · 电影片断 · 音乐录影, in a range of generic formats, **making** choices with regard to audience and purpose, for example, 澳大利亚土著人的艺术 · 我看移民热, 现代女性的地位, 报刊杂志 · 百科全书 · 百度等搜索引擎. They **use** Chinese to **maintain** social relationships with and **interact** with a diverse range of people across a variety of situations and contexts, **using** common colloquial expressions. They **construct** sentences **using** a range of structures to **incorporate** information and ideas, **including** relative and attributive clauses, conditionality and indefinite pronouns. Students **compare** information and ideas, **explain** or **justify** perspectives, and **relate** events using conjunctions. They **apply** a range of stylistic devices to **engage** and **influence** audiences, for example, 夸张 · 幽默.

Students **explain** how the traditional and simplified forms of the Chinese writing system convey meaning, and how ideographic cues can be used to extend meaning. They **analyse** the key features of Chinese grammar and sentence structure, and **compare** language use across a range of contexts and modes. They **explain** how features of culture impact on communication practices across languages, and **apply** this knowledge to their own interactions with others.

Year 7 entry to Year 10 sequence — Background language learner pathway

Years 9 and 10 achievement standard

By the end of Year 10, students **use** spoken and written Chinese to initiate and sustain extended interactions with others in their social world and in the Chinese-speaking community, for example, 我的学校生活, 澳大利亚的运动 · 我最喜欢的春节活动. They **ask** questions (for example, 你真的认为...吗? 请想一想...) and **adapt** language use for a range of contexts and roles. They **identify** and **evaluate** key points of information from different spoken, written and multimodal authentic sources and **use** this information to **develop** a position and to **inform** and **convince** others. They **move** between Chinese and English to **create** simple bilingual texts. Students **interpret**, **interact** with and **create** a range of texts for imaginative, informative and persuasive purposes and for different audiences. Sentences include a range of structures, including formal expressions to **connect** ideas, for example, 除此之外, 尽管这样, 因此, 无论... 都... They also use relative and attributive clauses, conditionality and indefinite pronouns. Students **compare** information and ideas, and **explain** or **justify** opinions, for example, 有人说... 还有人认为... 所以... 而且... 因此... They **apply** knowledge of metaphor and 成语 in their own writing.

Students **map** characters against familiar sounds and **apply** their knowledge of character form and function to **predict** the meaning and sound of unfamiliar characters. They **independently use** digital resources to communicate with others, and **utilise** online and print dictionaries to assist in **reading** Chinese texts. They **explain** how the purpose and use of stylistic devices, textual features and language features change across contexts, genres and traditions. Students **explain** the cultural assumptions that influence participants' responses and **identify** ways in which understanding could be enhanced in communication. They **reflect** on the roles both Chinese and Australian cultures play in their own communicative practices and **use** these reflections to **improve** their Chinese language use.

Foundation entry to Year 10 sequence — Second language learner pathway

Years 9 and 10 achievement standard

By the end of Year 10, students **use** spoken and written Chinese to **sustain** extended interactions with familiar and unfamiliar participants in a range of contexts (for example, interacting with Chinese-speaking students online; **using** Chinese to ask about items in a local Chinese grocery). Students **use** pinyin to **transcribe** spoken texts and **use** characters to **create** written texts. They **identify** key ideas and **compare** information from multiple sources (such as 新闻 · 访谈, podcast, 纪录片) to **develop** and **substantiate** their own position on topics of personal interest or issues of broader significance. They **exchange** ideas and opinions, for example, 为什么学中文很重要? ; 澳大利亚的语言; 好用的手机app, 我不太同意你的说法 · 因为...你觉得呢? ; 虽然你说得有道理 · 但是... 所以我觉得... They **speak** with attention to pronunciation and tone. Students **respond** to and **create** a range of short informative and imaginative texts for a variety of audiences and purposes, for example, 什么是最健康的食物? 如果我...的话 . They **use** a range of sentence structures and grammatical features to **develop** cohesion and coherence in these texts, including prepositional phrases to **describe** participants (for example, 我和 / 跟妈妈去买东西), and adverbs to **express** time, tense and frequency of events, for example, 总是 · 还没有. They **use** conjunctions (for example, 虽然如此..., 尽管这样...但是...) and **apply** a range of stylistic devices such as rhetorical questions, quotes and 成语. They **translate** texts and **produce** bilingual texts, **recognising** that not all concepts can be readily translated Chinese and English. They **engage** with a range of imaginative texts, for example, 娱乐节目-小品, 合唱, 音乐录影 · 流行歌曲比赛 · 电视片 · 电影.

Students **recognise** how writers and speakers, including themselves, make deliberate choices when using language features and text structures. They **recognise** that language is dynamic and is influenced by time, place, setting, participants and contexts. When **interacting** with a range of texts they **identify** how audience and purpose shape their own and others' language choices and interpretation of these texts. They **explain** how features of Chinese culture and language shape their own and others' communication practices. Students **reflect** on how their own cultural experience impacts on interactions with Chinese speakers.

Foundation entry to Year 10 sequence — Second language learner pathway

Years 9 and 10 achievement standard

By the end of Year 10, students **use** spoken and written Chinese to **initiate** and **sustain** interactions in familiar and unfamiliar contexts. They **exchange** information, ideas and opinions and **enquire** into the experiences and opinions of others, **using** question words such as 为什么 · 怎么 · 怎么样 to **elicit** more information. They **summarise** and **collate** information from different sources and perspectives to **compare** how ideas and concepts are expressed and organised in Chinese texts and contexts. Students **observe** how texts are created for different purposes and audiences. They **respond** to narratives, **identifying** language features that do not translate easily between cultures, **mediating** these ideas and **expressing** insights in Chinese while **adjusting** language use for different audiences. They **justify** their opinions with reasons and

specific examples (比如), **using** tone and rhythm **emphatically**. Students **respond** to and **create** a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences, and **describe** adjustments they have made in their language use for these different audiences. They **use** prepositions of time and place, and prepositions to **show** relationships with other people, for example, 给 · 跟 · 对. They **make comparisons** using 比, and **describe** people in terms of appearance, personality and behaviours, and places in terms of scenery. They **use** a range of cohesive devices (for example, 不但...而且 ; 除了...以外; 如果...就) with the support of models and cues. In writing, they **organise** their ideas according to themes or sequence events **using** specific time words, temporal markers such as 的时候 · 以前 and connectives, for example, 先...然后. They also **indicate** changes in tense with tense markers such as 了, 过, and **use** verbs to express modality (for example, 可以, 要, 会, 应该) or intention, for example, 希望, 想, 打算.

Students **discern** differences in patterns of sound (for example, 'qing', 'qin') and tone in extended speech for different contexts and audiences. They **apply** knowledge of character components and morphemes to assist their understanding of new characters and words encountered. They **analyse** grammatical rules, **use** language appropriate to the form of communication, and **compare** textual features. Students **recognise** the key features of grammar and sentence structure that are distinctive to Chinese, such as measure words, and varied uses of verbs (是, 有 and attributive 的), and **apply** them in new contexts. They are **aware** of particular issues relating to translating between Chinese and English and **recognise** that certain concepts cannot be translated readily from Chinese to English and vice versa. They are **aware** that language use varies according to context, purpose and mode. Students **explain** how culture and language shape their own and others' communication practices, and **reflect** on how their own cultural experience impacts on interactions with Chinese speakers.

Aboriginal Languages and Torres Strait Islander Languages Framework

Foundation entry to Year 10 sequence — First language learner pathway (L1)

Years 7–10 achievement standard

The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages First Language Learner Pathway are generalised in order to cater for the range of Aboriginal languages and Torres Strait Islander languages that may be learned as an L1 in the school context. **The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages.**

By the end of Year 10, students **use** written and spoken language to **communicate** with the teaching team, peers, Elders, community members and others in a range of settings and for a range of purposes. They **use** language to **access** and **discuss** information on a broad range of social, environmental, educational, cultural and community issues. They **summarise** and **justify** points of view, and **respond appropriately** to the opinions and perspectives of others **using** reflective language. They **use** strategies to **initiate**, **sustain** and **extend** discussion by **inviting** opinions, **elaborating** responses, **clarifying** and **justifying** statements with supporting evidence.

When **interacting** in different social situations and with different social groups, students **use** appropriate ways of talking, for example, using appropriate speech styles with respected kin or authority figures and in situations involving seniority and status, and more informal styles with friends and close family members. They **use** respectful language to **negotiate, problem-solve** and to **manage** different opinions and perspectives and to **reach** shared decisions in collaborative tasks. Students **investigate, analyse** and **evaluate** information from a range of sources and perspectives on topics and issues related to their Country/Place and community; they **present** their findings using different modes of presentation to **suit** different audiences and contexts. They **employ** effective presentation strategies, including degrees of directness and length of utterance appropriate to the situation, and an appropriate restatement in accordance with spoken norms or developing written styles. They **summarise** main ideas and **include** varying amounts of supporting detail. They **apply** appropriate cultural norms and protocols when **learning, using, recording** and **researching** Aboriginal languages and Torres Strait Islander languages, and when **engaging** with cultural property. Students **respond** to stories, songs, dances and forms of artistic expression by **describing** main ideas, key themes and sequences of events and **explaining** how these relate to land and water, sky and weather, plants and animals, and social and ecological relationships. Students create a range of informative, persuasive, and procedural texts, as well as texts based on real and imagined experiences, in written, spoken and multimodal forms, such as reviews, reports, stories songs, conversations, brochures, blogs, and procedures for traditional activities. They **use** appropriate vocabulary and grammatical forms to **link** and **sequence** ideas to **form** meaningful texts, for example, serialisation, connectives, embedding; and **apply** typological conventions such as headings, paragraphs, fonts, formatting. Students **apply** culturally appropriate protocols and ethical behaviour to **create, transcribe, translate** and **interpret** texts, **providing** alternative expressions when equivalence is not possible and **explaining** elements such as language choice and variation due to dialect or register. They **analyse** and **compare** translations and interpretations of texts, **explaining** factors that may have influenced the translation/interpretation. They **understand** their role as contemporary documenters and users of the language, for example, by interviewing Elders and transcribing stories and placing them in safe-keeping places. Students **explain** how the kinship system maintains and regulates social relationships, and **provide** examples of how connections between Law, Lore, story, ceremony, visual design, people, and Country/Place are reflected in individual and community behaviour. They describe how individuals and groups affirm connections to areas of land and water and to individual places. They **explain** the rights and obligations associated with these connections and how these contribute to individual and social identity and a patterning of community roles. Students **identify** the relationship between language, culture and identity, **describing** how personal and community identity are expressed through cultural expression and language use. They **reflect** on their own ways of communicating, **discussing** how these might be interpreted by others.

Students **use** metalanguage to **describe** isolated speech sounds and the phonology of languages as a whole, and to **analyse** a range of grammatical structures in the language. They **edit** their own work and **use** appropriate conventions to **cite** others and to **reference** external information. They **explain** variations in language use that reflect social and cultural contexts, purposes and relationships, different registers of use (for example, mother-in-law language), intergenerational differences, and constraints that guide social interactions, such as word avoidance and substitution. They **provide** examples of how languages and cultures change continuously due to contact with one another and in response to new needs and ideas, popular culture, media and new technologies. Students **make comparisons** between the ecologies of Aboriginal and Torres Strait Islander languages and indigenous languages in other countries, in areas such as language policy, language rights, language loss, advocacy and reform, language revival and multilingualism. Students **identify** factors that serve to maintain and strengthen language use such as intergenerational collaboration and transmission, programs and initiatives in school and community, and explain associated challenges. They **demonstrate** their

role as contemporary documenters of the language, for example, by interviewing Elders and transcribing stories, reminiscences, advice, ways of doing things, rules for living, and by placing documents in safe keeping places.

Foundation entry to Year 10 sequence — Language revival learner pathway (LR)

Years 7–10 achievement standard

The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages LR pathway are generalised in order to cater for the wide range of languages which may be learnt as an LR within the school context. **They will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages.** They will be shaped by the current progress of language revival for a particular language and the amount of vocabulary and variety of language structures available for teaching and learning.

By the end of Year 10, students use the language to **initiate, sustain** and **extend** interactions, and to **exchange** information about interests, experiences and aspirations. They **use** spontaneous language wherever possible to **participate** in activities that involve **taking** action, **collaborating, planning, organising** and **negotiating**. They **use** culturally appropriate norms and skills, and respect protocols when **engaging** with and **learning** from visiting Elders and community members. When **interacting** in the classroom, they **make** suggestions, **seek** clarification, **praise** or **compliment** each another. Students **use** language where possible to **locate, analyse** and **summarise** factual information from a range of sources such as historical documents, Elders and community members. They **demonstrate** their understanding of Country/Place, for example, by **explaining** the origin, meaning and significance of local place names and features, or by **presenting** texts and stories about the Country/Place and associated social and cultural events, **using** language as much as possible and different modes of presentation. Students **view, listen to,** and **share** personal responses to a range of texts, such as songs, stories, films and other modes of artistic expression, and **demonstrate** understanding by **identifying** and **explaining** main ideas, key themes and sequences of events. They **explain** how artistic expression relates to land, water, sea, sky, people, animals, plants and social and ecological relationships. They **use** expressive language, gestures, and supporting materials to **create** a range of spoken, written and multimodal texts, for example, art work to **convey** messages using symbols and techniques appropriate to Country/Place, or narrations of real or imagined journeys involving a variety of characters, places and events. Students **apply** culturally appropriate and ethical behaviour and lexical and grammatical resources to **interpret** and **translate** texts to and from the language; and they **explain** culture-specific concepts, practices and expressions that do not easily translate. They **co-create** bilingual texts to **inform** the wider community about aspects of the language and culture. They **reflect** on how their own biography shapes their sense of identity and ways of communicating, and **discuss** the role that language and culture play in the identity and well-being of Aboriginal and Torres Strait Islander peoples. They **explain** how particular policies and practices have impacted on Aboriginal and Torres Strait Islander peoples' sense of identity, for example, through language loss and separation from Country/Place, family and community.

Students **explain** and **use** the sound system of the language, and a range of available vocabulary sets and grammatical structures when speaking and writing. They **use** metalanguage to **explain** sound and writing systems and grammatical structures in the language. They **analyse** the purpose and role of a range of spoken, written and visual texts, for example, declaring identity, acknowledging ancestors and traditional belief systems, and passing on knowledge and information. Students **explain** the importance of the kinship system in regulating relationships and behaviour in Aboriginal and Torres Strait Islander communities. They

explain how and why language use is adjusted to suit different social and cultural contexts, purposes and relationships, for example, expressions used with respected kin. They **explain** how languages change over time and influence one another, for example, by describing the history and impact of contact languages, including creoles, pidgins and Aboriginal Englishes. Students **make comparisons** between the ecologies of Aboriginal and Torres Strait Islander languages and indigenous languages in other countries, in areas such as language policy and rights, language loss, advocacy and reform, and language revival. They **identify** the role of language in passing on knowledge, and **explain** how communities' ways of thinking, behaving and shaping worldviews influence how language is used. They **investigate** language revival efforts in their own community and neighbouring regions, and **identify** resources and processes that are available to build language, for example, lexical and grammatical resources. Students **explain** protocols for filling language gaps and extending semantic domains, including those required for borrowing from other languages, creating words by analogy and drawing from within existing resources of the language. They **explain** various techniques that can be used to build language, such as analysing historical sources or interviewing existing speakers, and **identify** associated challenges. Students **reflect** on their role as contemporary documenters of language, and **recognise** the importance of intergenerational collaboration in reviving and maintaining languages.

Foundation entry to Year 10 sequence — First language learner pathway (L2)

Years 7–10 achievement standard

The achievement standards for the Framework for Aboriginal Languages and Torres Strait Islander Languages Second Language Learner Pathway are generalised in order to cater for the range of languages that may be learnt as an L2 in the school context. **The achievement standards will need to be adapted for use for specific Aboriginal and Torres Strait Islander languages.**

By the end of Year 10, students **use** the target language to **initiate, sustain** and **extend** interactions and to **express** feelings and opinions. They **share** interests, experiences and aspirations and **exchange** information about teenage life. They **use** spontaneous language to **participate** in activities that involve **taking** action, **collaborating, planning, organising and negotiating**. They **use culturally appropriate** norms, skills and protocols when **engaging** with and **learning** from Aboriginal and Torres Strait Islander peoples and communities. When **interacting** in the classroom, they **make** requests, **make** suggestions and **seek** clarification. They **locate, analyse** and **summarise** factual information from a range of sources on topics and issues related to the target language region. They **demonstrate** understanding of the target language region, community, culture, way of life and History by **presenting** information on social and environmental issues, past and present community initiatives, projects and lifestyles. Students **listen** to, **view** and **share** personal responses to a range of texts such as stories, songs, visual and creative arts, films and procedural texts. They **demonstrate** understanding by **identifying** and **explaining** main ideas, key themes, sequences of events, and by **comparing** the role and representation of animals, people and landscapes. They **link** and **sequence** ideas and **use** expressive language, gestures, artistic and iconographic elements and conventions to **create** spoken, written and multimodal texts that **involve** real or imagined contexts and characters. They **apply** culturally appropriate and ethical behaviour to translate and interpret a range of texts from the target language to English and vice versa, and explain culture-specific concepts, practices and expressions. They **create** bilingual texts to **inform** the wider community about aspects of the target language region and culture. Students **share** experiences and ways of expressing identity, and they **reflect** on how the target language links the local, regional and national identity of its speakers with the land. They

describe how they feel and behave when **interacting** with target language speakers and resources, and they **reflect** on how their reactions may reflect their own languages, cultures and perspectives.

Students **know** the sounds, stress, intonation patterns, writing systems and grammatical elements of the target language and **apply** this knowledge to **construct** extended spoken, written and multimodal texts. They **use** metalanguage to **explain** sound, writing and grammatical systems, including inflectional and derivational processes. They **analyse** the form and structure of a range of spoken, written and visual texts and **explain** their function, form and relationship to social processes, such as declaring identity, acknowledging ancestors and traditional belief systems, and passing on knowledge and information. Students **demonstrate** their understanding of kinship as a system by **explaining** its importance in maintaining and regulating social relationships in Aboriginal and Torres Strait Islander communities and links with Country/Place. They **explain** how and why language use is adjusted to suit different social and cultural contexts, purposes and relationships. They **explain** the dynamic nature of language and cultures, and **identify** factors that influence change, such as contact with other languages or response to new ideas and technologies. Students **make** comparisons between the ecologies of Aboriginal and Torres Strait Islander languages and indigenous languages in other countries, in areas such as language policy and rights, language loss, advocacy and reform, and language revival. They **identify** the role of language in passing on knowledge, and **explain** how communities' worldviews and ways of thinking and behaving shape how language is used. They **identify** factors that serve to maintain and strengthen language use, such as intergenerational collaboration and transmission, programs and initiatives, and **explain** challenges associated with such practices and initiatives.

Classical Languages Framework

Foundation entry to Year 10 sequence: Classical Greek

Years 9 and 10 achievement standard

By the end of Year 10, students **analyse** a range of Classical Greek texts to **obtain** information and ideas about ancient Greek society and culture. They **use** vocabulary, grammar and textual cues to **analyse** and **interpret** language use and cultural references in Classical Greek texts, such as poetry, plays or narratives, for example, by **deducing** the meaning of complex sentence structures, such as those with subordinate clauses or indirect speech, for example, *ὁ ἄγγελος λέγει ὅτι οἱ πολέμιοι προσέρχονται*, and **explaining** the impact of word order on emphasis and tone, for example, *ὁ δὲ ἀνεξέταστος βίος οὐ βιωτὸς ἀνθρώπῳ, ἐν οἷδα ὅτι οὐδὲν οἷδα, πρῶτον μὲν γάρ*, and implicit values, concepts and assumptions embedded in language use, for example, *ἀριστεία, μίσμα*. They **convey** their interpretations of information and ideas about ancient Greek society and culture, in oral, written or digital forms, such as role-plays or debates in English about how cultural attitudes are conveyed in Classical Greek texts, or a digital presentation of an archaeological site, **using** simple sentences in Classical Greek, for example, *τὸ μαντεῖον τῶν Δελφῶν*. They **share** their responses to Classical Greek texts, such as narratives, dialogues, plays, poems or letters, by **describing** themes, values and literary features, such as plot development and characterisation, and **expressing** and **justifying** their opinions with support from the text. They **read** aloud, **recite** or **perform** Classical Greek texts, such as oratory, history, drama or poetry, to **entertain** different audiences, **conveying meaning and emotion effectively** by **using** appropriate phrasing and voice inflection. Students **translate** a range of texts that incorporate complex sentence structures and extensive vocabulary, from Classical Greek into Standard English that **represents** the style and purpose of the texts,

applying their knowledge of roots, cognates and derivatives to **infer** the meaning of unfamiliar vocabulary, and **using** dictionaries to **select** the appropriate meaning of words. They **analyse** how the language is used in grammatically complex sentences, including subordinate clauses, non-finite verb forms, pronoun forms, mood and voice, such as case usage of nouns, pronouns and adjectives, for example, *τούτων τῶν ἀνθρώπων, τὰ μείζονα κακά*, perfect and pluperfect conjugations, for example, *λέλοιπα/έλελοίπη*, subjunctive and optative moods, for example, *μη κρύψης τὴν μάστιγα ᾧ δοῦλε, ὁ δεσπότης ἠρώτησε τις λύσειε τοὺς βοῦς*, and passive voice, for example, *ὁ ἵππος ἐλύθη, τῷ οἰστῷ βληθείς*. They **evaluate** the effectiveness of different translations of the same Classical Greek text, and **identify** strategies for successful translations.

Students **apply** the principles of pronunciation for the reading of Classical Greek texts. They **identify** the structure and organisation of different text types in Classical Greek, such as prose and verse, and **explain** how they relate to context, purpose and audience. They **explain** the role of Classical Greek in facilitating the spread of Greek civilisation and culture across the Mediterranean world, and the contribution of Classical Greek to the enrichment of English through the transfer of specialist vocabulary, for example, *antithesis, ellipsis, euphemism, hyperbole*, abstract concepts, for example, *enthusiasm, patriotism, democracy, idiosyncrasy*, and the coining of vocabulary for new technology and new discoveries, for example, *thermodynamics, epigenomics*. Students **describe** ancient Greek values, attitudes and beliefs that are embedded in particular language use, such as *μέτρον* and *κλέος*. They **explain** how the ancient Greek world has influenced social, political and legal structures, philosophy, literature, the arts, and medical and scientific practices in the modern world. They **share** reactions to and assumptions about the language, culture and values of ancient Greek society, **explaining** how these relate to their own language and culture. They **compare** ways of communicating and living in the ancient world with those of the modern world, and **explain** how learning Classical Greek influences their own ways of thinking and viewing the world.

Foundation entry to Year 10 sequence: Latin

Years 9 and 10 achievement standard

By the end of Year 10, students **analyse** a range of Latin texts to **obtain** information and ideas about Roman society and culture. They **use** vocabulary, grammar and textual cues to **analyse** and **interpret** language use and cultural references in Latin texts, such as poetry, letters or narratives, for example, by **deducing** the meaning of complex sentence structures, such as those with subordinate clauses or indirect speech; and **explaining** the impact of word order on emphasis and tone, for example, *dum homines cibum devorant, subito intravit miles!* and implicit values, concepts and assumptions embedded in language use, for example, *arbiter bibendi*. They **convey** their interpretations of information and ideas about Roman society and culture, in oral, written or digital forms, such as an investigation into Roman reactions to different religions, or a digital presentation on an archaeological site, for example, the *forum Romanum*. They **share** their responses to Latin texts, such as narratives, dialogues, plays, poems or letters, by **describing** themes, values and literary features, such as plot development and characterisation, and **expressing** and **justifying** their opinions with support from the text. They **read aloud, recite or perform** Latin texts, such as oratory, history, drama or poetry, to **entertain** different audiences, **conveying meaning and emotion effectively by** using appropriate phrasing, voice inflection or metrical effects, such as elision. Students **translate** a range of texts that incorporate complex sentence structures and extensive vocabulary, from Latin into Standard English that represents the style and purpose of the texts, **applying** their knowledge of roots and derivatives to **infer** the meaning of unfamiliar vocabulary, and **using** dictionaries to **select** the appropriate meaning of words. They **analyse** how the language is used in grammatically complex sentences, that include subordinate clauses, non-finite verb forms, pronoun

forms, mood and voice, for example, by **identifying** case usage of nouns and pronouns, and all verb conjugations and tenses, including indicative, for example, *quamquam dominus abest, necesse est nobis strenue laborare*, and imperative moods, for example, *noli dominum excitare!*, and passive voice, for example, *ab agricolis nihil agitur*. They **evaluate** the effectiveness of different translations of the same Latin text, and **identify** strategies for successful translations.

Students **apply** the principles of pronunciation for the reading of Latin texts, for example, by stressing the correct syllables. They **identify** the structure and organisation of different text types in Latin, such as prose and verse, and **explain** how they relate to context, purpose and audience. They **explain** the role of Latin in facilitating the spread of Roman civilisation and culture during the expansion of the Roman empire, and the contribution of Latin to the enrichment of English through the transfer of specialist vocabulary, for example, *sine qua non*, abstract concepts, for example, an accused person's right to a defence, and the coining of vocabulary for new technology and new discoveries, for example, digicam from *digitus + camera*. Students **describe** Roman values, attitudes and beliefs that are embedded in particular language use, such as *pietas, virtus, hospitium, fides*. They **explain** how the Roman world has influenced modern society, culture and political structures, such as literature, art, medical and scientific practices, government and infrastructure. They **share** reactions to and assumptions about the language, culture and values of Roman society, **explaining** how these relate to their own language and culture. They **compare** ways of communicating and living in the ancient world with those of the modern world, and **explain** how learning Latin influences their own style of communicating, ways of thinking and viewing the world.

French

Foundation entry to Year 10 sequence: Years 9 and 10 achievement standard

By the end of Year 10, students **use** written and spoken French to **communicate** with teachers, peers and others in a range of settings and for a range of purposes. They **use** language to **access** and **exchange** information on a broad range of social, cultural and youth-related issues (for example, student politics and priorities, the environment, virtual worlds). They **socialise**, **express** feelings and opinions, and **use** expressive and descriptive language to **participate** in different modes of imaginative and creative expression. They **initiate** conversations and discussion (such as *Qu'est-ce que vous pensez au sujet de ... ? A mon avis ...*), **change** or **elaborate** on topics (for example, *Oui, mais ... d'autre part ...*), and **provide** feedback and encouragement (for example, *En effet - c'est intéressant; et toi, qu'est-ce que tu en dis?*). They **employ** self-correction and repair strategies, and **use** non-verbal elements such as gestures, pacing and pitch to **maintain** momentum and **engage** interest. They **locate** and **evaluate** information on local and global issues from a range of perspectives and sources. They **produce** informative, persuasive and imaginative texts, **incorporating** relative clauses and adverbial phrases, **using** some specialised vocabulary and cohesive devices. Students **use** *présent, passé composé, imparfait* and *futur proche* tenses in their own texts, and the conditional tense to **express** intention or preference (for example, *Je voudrais aller au cinéma ce soir*). They **use** with support *futur* and *plus-que-parfait* tenses. Students **translate** and **interpret** a range of French and English texts, **comparing** versions and **analysing** processes.

Students **explain** differences between spoken and written French, and **identify** the contribution of non-verbal elements of spoken communication and the crafted nature of written text (for example, grammatical elaboration, cohesion). They **provide** examples of the blurring of these differences in modes of communication such as text messages, emails or conversation transcripts. They **describe** how languages change, borrow from, build upon and blend with each

other (for example, *le français*). They **demonstrate** understanding of the power of language to shape relationships, to include and exclude. They **use** appropriate terminology to **explain** some irregularities of grammatical patterns and rules (such as irregular verb forms, different word order of some adjective-noun combinations), and textual conventions associated with familiar genres such as invitations, apologies or music reviews. They **reflect** on their own cultural perspectives and **discuss** how these are impacted by French language and culture learning.

Year 7 entry to Year 10 sequence: Years 9 and 10 achievement standard

By the end of Year 10, students **use** written and spoken French to **socialise** with peers, teachers and other French speakers in local contexts and online environments. They **communicate** about immediate and personal interests and involvements (such as family, friends, interests), and some broader social and cultural issues (such as health, social media, international experience, the environment). They **approximate** rhythms and intonation patterns of extended and compound sentences, **using** syllable combinations, and **building** fluency and accuracy in pronunciation, pitch and stress. They **use** the *passé composé* tense of regular verbs with *avoir* and *être*, **noticing** that the *participe passé* form of verbs with *être* involves gender and number agreement. They **identify** the form and function of reflexive verbs (such as *se laver*, *se lever*) and **use** appropriate forms of possessive adjectives in own language production. They **locate**, **interpret** and **analyse** information from different print, digital and community sources, and **communicate** information, ideas and views in a range of contexts **using** different modes of presentation. They **use** expressive and descriptive vocabulary to **talk** about feelings and experiences. They **create** imaginative and performative texts for a range of purposes, such as **entertaining** or **persuading**. They **use** French to **narrate** and **describe**, **matching** modes of presentation to context and intended audience. They **create** bilingual texts (such as guides, event commentaries, cultural glossaries), and **interpret** observed interactions in terms of cultural practices and comparisons.

Students **identify** differences between spoken and written forms of French, **comparing** these with English and other known languages. They **identify** the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation. They **make distinctions** between familiar text types, such as greetings, instructions and menus, **commenting** on differences in language features and text structures. They **use** metalanguage for **talking** about language (such as formal and informal language, body language) and for **reflecting** on the experience of French language and culture learning. They **identify** relationships between parts of words (such as suffixes, prefixes) and stems of words (such as *préparer*, *préparation*; *le marché*, *le supermarché*, *l'hypermarché*). Students **identify** the validity of different perspectives, and **make comparisons** across languages and cultures, **drawing** from texts which relate to familiar routines and daily life (for example, *la vie scolaire*, *la famille*, *les courses*, *les loisirs*, *la cuisine*). They **explain** to others French terms and expressions that reflect cultural practices (such as *bon appétit*, *bonne fête*). They **reflect** on their own cultural identity in light of their experience of learning French, **discussing** how their ideas and ways of communicating are influenced by their membership of cultural groups.

German

Foundation entry to Year 10 sequence: Years 9 and 10 achievement standard

By the end of Year 10, students **use** written and spoken German to **initiate** and **sustain** interactions with teachers, peers and others in a range of settings and for a range of purposes. They **use language spontaneously** in the classroom environment to **seek** clarification and advice, **assist** others, **initiate** conversations and discussions, **debate** a course of action, **share** learning strategies and **comment** on the contribution of others, for example, *Meinen Sie, dass ...? Was würdest du an meiner Stelle tun? Simon hat Unrecht. Meiner Meinung nach ist Kims Geschichte am lustigsten. Ich sehe deutsche Filme, um meine Aussprache zu verbessern.* They **describe** plans and aspirations **using** future tense, for example, *Wir werden bald in Deutschland sein. Ich werde sicher die 12. Klasse zu Ende machen, und dann werde ich hoffentlich studieren.* They state facts and relate experiences, such as, *Wir haben fast alle unsere Lernziele für das Halbjahr erreicht. Mit 5 Jahren spielte ich mit Puppen und konnte lesen.*, using past tense forms, *Perfekt* and *Imperfekt*, of regular and irregular verbs. When speaking, they **use** appropriate pronunciation, intonation and stress in a range of sentence types, including variations such as contractions. They **locate**, **synthesise** and **evaluate** information on local and global issues from a range of perspectives and sources. They **present** ideas, information and views in a range of texts selected to **suit** audience, purpose and context. They **analyse** the main ideas and themes in imaginative texts and **use** evidence to **support** their views. They **plan**, **draft** and **present** imaginative texts **using** literary devices (imagery, similes, onomatopoeia) to **engage** a range of audiences. When **creating** informative, persuasive and imaginative texts, students **use** a variety of conjunctions, relative clauses and other cohesive devices to **build** cohesion, for example, *Ich skype oft mit den Austauschschülern, die letztes Jahr bei uns waren.* They **specify** and **describe** people, places and objects by **applying** knowledge of the case system to articles, common demonstratives and possessives followed by adjectives, for example, *Ich habe mit meinem neuen Computer große Probleme.* They **interpret** and/or **translate** excerpts from German texts, **identifying** and **explaining** culture-specific aspects, and **create** texts that **reflect** and **explain** aspects of culture and language for different German-speaking and Australian audiences. They **identify** and **challenge** their own assumptions and **take responsibility** for modifying language and behaviours in relation to different cultural perspectives.

Students **identify** ways that language influences people's actions, values and beliefs, and **appreciate** the scale and importance of linguistic diversity. They **explain** the roles of different German cases (nominative, accusative, dative and genitive) and tenses, and variations in spoken and written German in relation to pronunciation, spelling and punctuation. They **explain** the relationship between text type, audience and purpose. They **identify** the role culture plays in the creation and interpretation of texts, and **explain** how language and text features (layout, structure and formal/informal register) are used differently in a range of texts. They **explain** ways in which language and culture are interrelated and influence each other.

Year 7 entry to Year 10 sequence: Years 9 and 10 achievement standard

By the end of Year 10, students **initiate** and **maintain** interactions in written and spoken German to **communicate** ideas, thoughts, feelings and information related to relationships, school experiences, the community and future plans. They **interact** with others to **make** decisions, **solve** problems, and **negotiate** and **plan** action in response to issues. When **interacting**, they **use** both rehearsed and spontaneous language. They **ask** and **respond** to familiar questions, for example, *Wir sind in den Ferien oft ins Schwimmbad gegangen. Was hast du gemacht? Ich finde meine Schule gut, und du? Wie findest du deine Schule?* and **make** comparisons, such as, *Meine Freundin ist fleißiger als ich*. They **give** opinions, **explain** problems and **ask** for advice or clarification, for example, *Ich wohne gern auf dem Land, weil ... , Ich habe mein Passwort vergessen. Was soll ich machen? Wie lernt man die deutschen Verben?*. They **apply** rules of pronunciation, intonation and stress, including variations such as contractions. They **locate**, **analyse** and **record** information, feelings and opinions from a range of texts. They **respond** to and **re-create** imaginative texts, and **use** descriptive and expressive vocabulary to communicate about experiences and emotions. They modify meaning with a range of adverbs and adverbial phrases, such as, *Wir haben das schon am Montag mit Frau Rolf gemacht*. They **create** personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts. They **use** a range of grammatical elements to **describe**, **situate** and **link** people, objects and events in time and place. They **use** articles, for example, *der/ein*, personal pronouns, some demonstrative and interrogative adjectives such as *dieser*, *jeder* and *welcher*, possessive adjectives in the nominative, accusative and dative case, and a range of prepositions in everyday and topic-based phrases. They **use** present and future tenses of a range of regular and irregular verbs, including some modal, separable and inseparable verbs. They **describe** past events and experiences **using** the present perfect and simple past tenses with a range of common verbs. They **use** some common reflexive verbs in the present tense, such as, *Ich dusche mich morgens.; Interessierst du dich für Geschichte?* They **use** a variety of conjunctions and cohesive devices, for example, *als, dass, wenn, weil; dann, früher, danach, vorher*, to **create** cohesion and interest. They **translate** and **interpret** excerpts from informative and imaginative texts, **identifying** and **explaining** challenges and adjustments required when **transferring** meaning between languages and cultures. They **explain** the importance of audience and context in intercultural exchanges. They **explain** how cultural identity is both shaped by and influences ways of communicating and thinking.

Students **give** examples of how language changes over time and **identify** reasons for change. They **apply** the German case system (mainly nominative, accusative, dative) and **explain** the relationships between noun gender, article, pronoun, adjectival ending and case. They **name** some grammatical terms and their functions. They **identify** variations in the features of spoken and written German in relation to pronunciation, spelling and punctuation. They **identify** textual conventions in a range of texts and **explain** how they shape meaning and influence responses. They **identify** how features of German in familiar spoken and written texts vary according to audience, context and purpose. They **reflect** on their own cultural identity in light of their experience of learning German, **identifying** how their ideas and ways of communicating are influenced by their membership of cultural groups.

Hindi

Foundation entry to Year 10 sequence: Years 9 and 10 achievement standard

By the end of Year 10, students **initiate**, **sustain** and **extend** a range of spoken and written formal and informal interactions about young people's interests, behaviours and values, for example, आप कब वापस आये?, आप के जीवन में सुखी जीवन को व्यतीत करने के क्या उपाय हैं? तुम्हारे विचार में संयुक्त और एकल परिवार में से कौन सी पारिवारिक संरचना आज के युग में ज़्यादा उपयुक्त है? आप के विचार में आज की युवा पीढ़ी पर किस का प्रभाव पड़ रहा है? तुम अपने दोस्तों के बारे में कुछ बताओ. They **participate** in activities that involve interactions, transactions, negotiations and managing different opinions and social/cultural behaviours, for example, यह ठीक है, हम सब मिल कर करेंगे, हमें इस में कुछ चित्र भी सम्मिलित करने चाहिये?, क्यों न हम सब ..., यही उचित रहेगा। आपको इसमें से एक चुनना है. When **interacting**, they **use culturally appropriate** expressions and protocols, for example, धन्यवाद, आप का बहुत बधाई हो। अपनी पुत्री के शुभ विवाह पर मैं आपको आमंत्रित करना चाहता हूँ। मैं नेहा बेटी को आशीर्वाद देने ज़रूर आऊँगा। यह मेरा सौभाग्य है कि आप ने मुझे इतने महत्त्वपूर्ण अवसर में सम्मिलित होने का अवसर दिया, किन्तु मैं किसी कारणवश नहीं आ पाऊँगा। They **extend** discussions and justify their views by **asking** open-ended questions and **providing** elaborated responses, for example, इस विषय पर आपके क्या विचार हैं, आप क्या सोचते हैं?, इसका क्या प्रभाव पड़ेगा मुझे विस्तार से बताओ। मेरे कहने का तात्पर्य है कि ..., तुम यह कहना चाहते हो कि..., मुझे लगता है कि When speaking, they **apply** pronunciation rules and rhythm, including social and regional variations, to complex sentences. They **research**, **interpret** and **evaluate** information and perspectives on social issues or issues of interest to young people, and **identify** how culture and context influence the way information is presented. They **convey** information and perspectives **using** different text types and modes of presentation. They **respond** to different expressive and imaginative texts by **analysing** techniques and cultural influences used for aesthetic, humorous or emotional effects. Students **create** imaginative texts to **express** ideas, attitudes and emotions through characters, events and settings relating to bilingual and bicultural experiences. When **creating** texts, they **use** a variety of grammatical elements, such as joining rules, for example, आ+ओ=औ, क्+अ+ल=कल, कारक ; case, for example, ने, को, से, के लिए, में, पर; and a range of tenses and participles, for example, आ, ई, ऐ, जाना, वाला, रहा, सकना, पहुँचना, दिल्ली जाने वाले लोग, साइकिल पर लड़की चल रही है to **produce** complex sentences such as मैं पहले दिल्ली जाऊँगा फिर वहाँ से बम्बई जाऊँगा; कल मैं काम खत्म कर के आपने साथियों के साथ खेलने जाऊँगा. Students compare translations and interpretations of literary, community and social media texts, including those that use both Hindi and English. They **create** a range of bilingual texts that **reflect** the nature of their own and each other's intercultural experience. They **describe** their experience of being bilingual or multilingual and **explain** the relationship between language, culture and identity.

Students **apply** their understanding of complex pronunciation rules and writing conventions, such as variations between spoken and written Hindi and between Sanskrit and Perso-Arabic script. They **explain** how elements of grammar and word formation allow for the expression of ideas and meaning. They **analyse** and **construct** a range of texts for different purpose and audiences and **identify** cultural, textual and contextual features. They **explain** how and why variations in Hindi language use relate to roles, relationships and contexts of interaction. Students **identify** and **categorise** changes to Hindi and to other languages in different domains of use such as education and popular culture. They **explain** how being bilingual or multilingual affects the ways they and their peers think, behave and communicate.

Year 7 entry to Year 10 sequence: Years 9 and 10 achievement standard

By the end of Year 10, students **use** written and spoken Hindi in familiar and unfamiliar contexts to **discuss** and **compare** experiences and to **express** views on local and global issues, for example, पारिवारिक सम्बन्ध या सामाजिक मीडिया का उपयोग – डिजिटल दुनिया, मेरा समुदाय, श्रमिक दिवस, स्वतंत्रता दिवस, बैसाखी, भारत का शास्त्रीय संगीत, बॉलीवुड फिल्मों का इतिहास, ऑस्ट्रेलिया के दर्शनीय स्थल. They **use** action-related and spontaneous language to engage in shared activities that involve **brainstorming**, **transacting**, **negotiation** and **problem-solving**, for example, मृत्यु-दण्ड या इच्छा-मृत्यु के बारे में विचार विनिमय, बाज़ार में खरीददारी, शरणार्थियों की समस्या पर परिचर्चा. They **interact** in classroom exchanges by **asking** and **responding respectfully** to questions. When **participating** in discussions and shared learning activities, students **use** elaborated sentences and interactional cues to support debate, **provide** clarification and maintain cohesion and focus of discussion, for example, तो, उदाहरण के लिए, तदनुसार, आम तौर पर, दूसरे शब्दों में, विशेष रूप से, इस प्रकार, इसलिये, आप इस विषय में क्या सोचते हैं? क्या आप इसे विस्तार में समझाने की कृपा करेंगे? तुम समझ रहे हो न मैं क्या कह रहा हूँ। मेरी राय में..... मेरे कहने का अर्थ है... आपको नहीं लगता कि... मेरा सुझाव तो यही है कि They **respond respectfully** to different views, for example, मेरे विचार में.....ऐसा लगता है कि...; ... हमें ध्यान रखना चाहिए... यह विवादास्पद है , लेकिन वास्तव में , मेरा विश्वास है..., मैं आश्चर्य हूँ ... and **express** agreement and disagreement in culturally appropriate ways. They **apply** appropriate pronunciation and intonation to spoken Hindi, **identifying** regularities and irregularities. They **locate**, **process** and **analyse** information obtained from different sources. They **convey** ideas and viewpoints from a range of perspectives **using** different text types and modes of presentation **suited** to context. They **share** their responses to different imaginative texts by **identifying** settings, themes and values, and **discussing** stylistic devices and the representation of characters and events. They **produce** imaginative texts **using** expressive, descriptive and evocative language in a range of modes and formats. When **creating** texts, students **use** complex features and patterns of the Hindi grammatical system such as passive voice, for example, रंगोली बनवायी जा रही है, छुट्टी करवाई जा रही है , compound words and phrases, and a variety of verb tenses, for example, पिछले वर्ष जैसे हमने होली का त्योहार मनाया था, उसी प्रकार इस वर्ष भी हम होली का त्योहार धूमधाम से मनाएँगे . They **use** vocabulary and expressions related to personal, social, environmental and global worlds, and **apply** appropriate writing conventions to **increase** text cohesion and **enhance** expression. Students **translate** and **interpret** familiar texts from Hindi into English and vice versa, **explaining** how cultural elements affect meaning. Students **create** bilingual texts that reflect the experience of being bilingual and bicultural. They **explain** their language choices and communicative behaviours in different intercultural interactions, and **identify** the adjustments they **make** according to context. They **explain** how language, culture and identity shape and reflect ways of communicating and thinking.

Students **identify** regular and irregular elements of spoken and written Hindi, and **apply** their understanding of the Hindi writing system to **express** complex information and ideas and **enhance** meaning. They **analyse** the relationship between language choices, cultural elements and textual features, and the audience, purpose and context of different spoken, written and multimodal texts. Students **explain** how spoken and written forms of Hindi vary according to social roles, contexts and modes of expression, and **compare** these variations to those in other languages. They **explain** the dynamic nature of language and **give** examples of how languages change over time and contexts. They **identify** key features of multilingual experience, with reference to their own and community language practices. They **explain** how languages and cultures shape and are shaped by each and how cultural experience, values and identities are reflected in language.

Indonesian

Foundation entry to Year 10 sequence: Years 9 and 10 achievement standard

By the end of Year 10, students **use** Indonesian to **communicate** with teachers, peers and others in a range of settings and for a range of purposes. They **pronounce** the sounds *ngg* and *ng*, as well as *sy* (for example, *masyarakat*) and *kh* (for example, *akhir*), and **use** stress to **create** fluency in sentences. Students **use** and **respond** to open-ended questions such as *Berapa lama? Dulu, apakah...? Kapan Anda...? Yang mana? Sudah pernah?* and **use** strategies for **initiating**, **sustaining** and **concluding** oral and written exchanges. They **locate**, **synthesise** and **evaluate** specific details and gist from a range of texts. Students **create** a range of personal, informative and imaginative texts with some evidence of self-correction strategies. They **include** time markers such as *Pada suatu hari*, *Keesokan harinya*, *Kemudian*, and conjunctions such as *namun*, *supaya*, *karena itu*, to **extend** meanings such as in stories, comics, and written and oral reports. Students **use yang** to **expand** descriptions and ideas, and **incorporate** some object-focus construction to **vary** expression. They **express** opinions such as using *Dari pihak saya*, **make** comparisons such as using *dibandingkan dengan*, and **incorporate** emotions and humour. Students **describe** possibilities **using** terms such as *kalau-kalau* and *andaikata*, and **express** aspirations such as **using** *Pada masa depan, mudah-mudahan, saya berharap*. They **translate** texts and **create** bilingual texts, **relying** on textual features, patterns and grammatical knowledge, and **comment** on how meaning can vary across languages and cultures, such as the use of idioms and culture-specific terms. Students **state** reactions to intercultural experiences, and **discuss** their assumptions, interpretations, and any adjustments to their language use.

Students **know** that spoken and written Indonesian vary, **identifying** informal usage such as *nggak* and *aja*, exclamations such as *kok* and *dong*, and the dropping of prefixes, for example, *Dia (mem) beli mobil baru*. They **show** awareness of contractions (for example, *ortu*, *angkot*), acronyms such as *SMU* and *hp*, and abbreviations such as texting language (for example, *jln*, *skolah* and *mkn*). Students **use** metalanguage to **discuss** possessive and noun–adjective word order, and **use** knowledge of the base word and affixation system to **predict** meaning and **decode** new words **using** dictionaries. They **know** that language is **used** to create particular effects and influence others, such as through the use of imperatives and rhetorical devices. Students **know** that Indonesian is a national language that, for the majority of Indonesians, may be one of a number of known languages. They **explain** aspects of Indonesian language and culture, including concepts of diversity and *nasib*, and the importance of language, religion and ethnicity as identity markers. Students **make** connections between language use and cultural practices, values and assumptions, both in Indonesian and in their own language use.

Year 7 entry to Year 10 sequence: Years 9 and 10 achievement standard

By the end of Year 10, students **interact** with peers and adults **using** written and spoken Indonesian to **communicate** about personal interests and relationships, practices and experiences, and about broader issues such as health and the environment, including as these relate to Indonesia. They **respond** to and **create** personal, descriptive, informative and imaginative texts for a range of purposes. When **participating** in presentations, correspondence and dialogues, students **use** both rehearsed and spontaneous language, and **exchange** facts, ideas and opinions, **using** questions such as *Bagaimana*, *Mengapa* and *Untuk apa?* In speaking, they **apply** conventions of pronunciation, stress and rhythm to a range of sentence structures. Students **use** a variety of *me-* verbs, pronouns, and noun forms such as *ke-an*, *pe-* and *pe-an*. They **apply** knowledge of textual features such as salutations, sequencing, and persuasive and emotive language to **comprehend** and **create** public texts. Students **use** embedded clauses with *yang* to **expand** ideas, and **create** cohesion and interest by **using** conjunctions such as *misalnya*, *seperti*, *termasuk* and *yaitu*. They **refer** to the past (for example, *yang lalu*, *dulu*), present (for example, *sedang*, *sedangkan*, *sambil*, *sementara*) and future (for example, *akan*, *mau*, *kalau*, *besok*, *masa depan*). Students **engage** with others using formulaic expressions and verbal fillers to **sustain** and **extend** interactions, for example, *maaf*, *mohon diulang*, *saya kurang memahami*, *oh, begitu! dan kamu?*, *dengan siapa?* *Maksud saya*, *anu*. They **translate** texts and **create** bilingual texts, **comparing** different interpretations and **deciding** how to deal with instances of non-equivalence, such as proverbs, idioms, proper nouns, and culture-specific terms and expressions. They **describe** their own reactions in intercultural encounters and **reflect** on how these may relate to their own assumptions and identity, and how they may be perceived by others.

Students **know** that Indonesian is a national, standardised language used for education, media and government, and that it is one of many languages in Indonesia. They **know** that language use varies according to context, purpose, audience and mode, and that languages change over time. They **identify** colloquial forms (for example, *banget*, *cowok*) and **make** connections between these and their formal counterparts (for example, *gimana?/Bagaimana?*; *kalo/kalau*; *nggak/tidak*). They **use** metalanguage to **discuss** features of language, texts and grammar such as object-focus construction. They **know** affixation rules for forming verbs (for example, *me-kan*, *me-i*) and nouns (for example, *pe-*, *pe-an*, *ke-an*) and **apply** this to predict and decipher meanings, including using bilingual dictionaries effectively. Students **know** that Indonesian borrows from other languages, including local and foreign languages. They **make** connections between aspects of culture in language use such as terms for artefacts (for example, *kris*, *andong*), practices (for example, *minum jamu*, *batik/ikat*), ideas (for example, *halus/kasar*) and values (for example, *sopan/tidak sopan*, *rendah hati*).

Italian

Foundation entry to Year 10 sequence: Years 9 and 10 achievement standard

By the end of Year 10, students **use** written and spoken Italian to **interact** with others in a range of contexts and for a range of purposes. They **discuss** topics such as education, work, the environment and youth issues as well as concepts from a range of learning areas. They **recount** experiences, and **express** feelings and opinions, agreement and disagreement, **using** present, past and future tenses, and **linking** statements with both coordinating and subordinating conjunctions, for example, *Era stanca, così non è uscita. Non mi piace quel romanzo perché è triste! Prima siamo andati al cinema, poi siamo andati a prendere un gelato.* They **demonstrate** grammatical control when **using** complex sentences. They **create** a range of connected texts and **interact** with some degree of personalisation on a variety of subjects related to their own interests. In classroom discussions, they **present** and **communicate** personal thoughts and opinions, and **account** for and **sustain** a particular point of view, for example, *Non c'è dubbio che ... Credo che questi articoli offrano solo un punto di vista.* They **identify** key ideas in different text types dealing with both concrete and abstract topics. They **follow** the development and relationship of ideas, **identifying**, for example, identifying sequencing, cause and effect, and consequences. They **compare** and **evaluate** ideas across languages and cultures, for example, *Secondo me ... dal mio punto di vista ... per quanto mi riguarda. I giovani italiani sono più interessati nella politica.* They **discuss** future plans and aspirations. Students **develop** and **defend** interpretations of texts and diverse points of view, and **elaborate**, **clarify** and **qualify** ideas **using** supporting evidence and argument. They **present** real or imaginary events and experiences in narratives, descriptions and recounts. They **translate** texts and produce bilingual texts, **recognising** that not all concepts can necessarily be rendered fully in another language.

Students **reflect** on their experience of learning Italian language and culture. They **exchange** opinions and responses, **noting** how these may have changed over time. They **identify** ways in which writers and speakers make choices when using language, and **make** connections between language used, cultural concepts expressed and their own experiences or views. They **reflect** on their own and others' use of language, the language choices made, and the cultural assumptions or understandings which shape them. They **analyse** how culture affects communication and the making and interpreting of meaning, and how languages reflect cultures.

Year 7 entry to Year 10 sequence: Years 9 and 10 achievement standard

By the end of Year 10, students use a range of everyday language both orally and in writing to **exchange** information about their personal, social, local and about broader issues of personal significance. They **communicate** thoughts and opinions; **make** comparisons and contrasts (for example, *a differenza di; invece*), and **offer** reasons for points of view, opinions and preferences. They **express** desires and plans for the future. They **give** presentations, and **formulate** and **respond** to a range of questions. They **interpret** information and attitudes in a range of informational and imaginative texts. They **create** written texts such as descriptions, narratives and recounts that **convey** experiences, ideas and emotions. They **give** detailed descriptions; **describe** and **relate** episodes in time (for example, *prima ... poi ... infine*); and **qualify** statements, for example, through the **use** of relative clauses. They **use** simple subject–verb–object constructions, **extending** or **qualifying** their message by, for example, **adding**

complements or using modal verbs or comparatives. They **produce** bilingual texts, **plan** what needs to be communicated to particular audiences and **consider** different perspectives.

Students **use** metalanguage to **analyse** and **discuss** features of language choice and use and cultural practice. They **analyse** texts, **identifying** features such as tone, sequences and relationships of events in time. They **communicate** their thoughts with awareness of different perspectives on issues or practices being discussed. They **explain** how Italian language use varies according to context, purpose and mode. They **identify** social and cultural practices of Italians in Italy and in the diaspora, including communities in Australia. They **identify** particular issues relating to translating between Italian and English, such as words with similar meanings and 'false friends', and **identify** certain concepts that cannot be translated readily from Italian to English and from English into Italian. They **reflect** on ways in which language and culture together create meanings, and on ways in which their own linguistic and cultural assumptions come into play in using and learning Italian. They **demonstrate** understanding of the role of language and culture in shaping experience, and the ways in which their own past experiences shape their identity.

Japanese

Foundation entry to Year 10 sequence: Years 9 and 10 achievement standard

By the end of Year 10, students **use** Japanese to share information, experiences and views related to their social worlds **using** rehearsed and spontaneous language. They **use** correct pronunciation, including that of borrowed words, and **adopt** appropriate rhythm and phrasing to allow for others' use of あいづち. They **ask** and **respond** to questions, **elaborating** responses by **providing** reasons or explanations, **using** a range of adjectives and adverbs such as ぜんぜん or かなり. Students **begin to use** plain form to communicate with their peers. They

use **kanji** to read and write verbs, for example, 思います、来ます、聞きます、食べます、飲みま

す, nouns, for example, 新聞、^{かいわ} 会話, ^{がいこくご} 外国語 and adjectives, for example, 早い、上手な、^{へた} 下手な. Students **extract**, **analyse** and **evaluate** information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals. They **predict** the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by **drawing** on their knowledge of textual characteristics and features. Students

produce informative and imaginative texts, appropriate to audience and purpose, using the て form and plain form to **express** preferences, permission and prohibition and to **describe** past experiences. They **build** cohesion and complexity in written texts by **using** conjunctions, such as ですから、けれども, and **indicate** frequency by using a range of intensifiers, for example, よく、たいてい. Students **discriminate** appropriately in their use of kanji, hiragana and katakana. They **translate** and **interpret** texts, **explaining** words and expressions that are difficult to translate or that have embedded cultural meanings, such as にゅうがくしき、おぼん、サラリーマン. They **discuss** elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making. They **make** connections and comparisons between their own and others' culturally shaped perspectives, **reflecting** on the influence of perspectives on intercultural communication.

Students **understand** the functions of the different scripts within text, for example, hiragana for grammatical elements; katakana for borrowed words and some onomatopoeia; and kanji for

nouns, verbs, adjectives and some adverbs. They **distinguish**, for example, between おくりがな and ふりがな and **understand** the concept of おん/くん readings. They **identify** multiple readings of kanji, and **begin to use** kanji radicals as a tool for indicating meaning. Students use the て form and plain form verbs as a basis for grammar conjugations. They **use** metalanguage to **describe** and **compare** language features and rules of sentence construction. Students **choose** です/ます or plain form based on age, relationship, familiarity and context. They **identify** hybrid terms that combine Japanese and English, such as コピペ、オーガナイズする、ダンスする。They **explain** how key Japanese cultural values such as community, ^{うち}内/^{そと}外 and humility, いいえ、まだです。 , and consideration of others are reflected in language and behaviours.

Year 7 entry to Year 10 sequence: Years 9 and 10 achievement standard

By the end of Year 10, students **use** written and spoken Japanese to **interact** with peers, the teacher and other Japanese speakers to **exchange** information and opinions about personal interests and experiences. With support they **share** information about broader topics of interest, such as education, travel, sport, teenage life and popular culture. When **collaborating** in shared tasks and activities, they **use** set phrases and modelled language to **transact** and **make** arrangements, for example, ^{らいしゅう}来週 の土曜日にサッカーをしませんか。土曜日はちょっと...。 Students **ask** and **respond** to questions, such as どのぐらい、いくつ、 **using** spontaneous language. They **provide** explanations, opinions and reasons, for example, by using 〜と思います、〜からです。 They **maintain** and **extend** interactions by **requesting** repetition or clarification and by using あいづち。 They **apply** appropriate conventions of pronunciation, rhythm and phrasing in speech to **allow** for others' use of あいづち。 Students **read** and **write** hiragana and known kanji, **read** katakana, and **write** familiar katakana words, including elongated vowels, double consonants and contractions. They **analyse** and **extract** information from a range of spoken and written texts and multimodal sources. They **understand** gist and **predict** the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge. Students **create** and **present** informative and imaginative texts, **taking** into account audience and purpose, such as by using て form (〜てはいけません、〜てもいいです、〜ています), and the plain form (〜たり〜たりします、〜と思います、〜つもり)。 They **extend** or **qualify** their message by **using** adverbs such as とくに、^{ときどき}時々、 and link ideas by **using** conjunctions, such as それに、だから、けれども。 Students **translate** and **interpret** texts, **explaining** words and expressions that are difficult to translate and those with embedded cultural meanings, such as ただいま、おかえり。 They **describe** their reactions to intercultural experiences and **reflect** on how their own assumptions and identity influence and are influenced by their language use.

Students **identify** the functions of different scripts within texts: how hiragana is used for particles, conjunctions, and verb and adjective endings; katakana for borrowed words and some onomatopoeia; and kanji for nouns and verb and adjective stems. They **apply** their understanding of kanji to identify word boundaries and **know** its role in assisting with the identification of linguistic elements. They **distinguish** between おくりがな and ふりがな、 and **recognise** that kanji can be pronounced differently using 音 (on) or 訓 (kun) readings. Students **understand** the function of verb stems, and of て form and plain form verbs, and **conjugate** a range of verb tenses and forms. They **apply** their understanding of conjugation to **produce** negative and past adjectives. Students **identify** and **use** a range of case particles such as か (or)、より、

で (purpose/by) and に (location). They **use** metalanguage to **describe** and **compare** language features and rules of sentence construction. They **choose** between using です/ます or plain form based on age, relationship, familiarity, context and text type, such as using plain form in a personal diary. They **understand** that languages change over time through contact with other languages and cultures, and **identify** the particular impact of technology and media on contemporary forms of communication, for example, the widespread adoption of English terms into Japanese, such as コピペ. Students **explain** how Japanese cultural values such as the importance of community, ^{うち そと} 内 / 外、respect, and consideration for others are embedded in language and behaviours such as がんばりましょう。

Korean

Foundation entry to Year 10 sequence: Years 9 and 10 achievement standard

By the end of Year 10, students **use** written and spoken Korean to **communicate** with teachers, peers and others in a range of settings and for a range of purposes. They **use** Korean to **access** and **exchange** information on a broad range of social, cultural and environmental issues of interest to young people. They **initiate**, **sustain** and **extend** spoken and written exchanges in interactions and transactions by **asking** and **responding** to open-ended questions, eliciting opinions (for example, 어떻게 생각해요?; 어디에서 ...-(으)면 좋을까요?), **requesting** elaboration (for example, 왜 ...을/를 좋아해요?; 어떻게 그렇게 되었어요?) and **providing** their own opinions (for example, 저는 민수가 맞다고 생각해요; 저는 4번이라고 생각했어요) and information when requested. They **use** non-verbal communication strategies such as facial expressions, gestures, pausing or pitching, and **give** verbal feedback **expressing** empathy, down-toning, acknowledging or **expressing** indirect disagreement using reflective language (such as 그렇지요?; 좋았겠어요; 아마; 글썄요; 아, 그렇군요; 아닌 것 같은데요; 정말 그럴까요?). They **make** suggestions in relation to topics of conversation (for example, 여러분도 한번 한국에 가 보세요) and **consider** options, **using** a range of suffixes and complex/idiomatic structures **indicating** the future in verb phrases (such as -겠-, -(으)래요, -(으)르 계획이에요, -(으)르 거예요, -(으)면 좋을까요?). They **make** decisions **comparing** options using ...보다 더 ... and **providing** reasons for decisions (for example, 기차가 버스보다 더 편리하니까 기차로 가요). Students **locate** and **evaluate** information from a range of sources, and **analyse**, **interpret** and **integrate** information from diverse perspectives. They **create** informative and imaginative texts, **using** a range of case markers, **including** honorific forms, particles and verb phrases in complex structures (such as -지 않다/못하다, -(으)르 뻔하다, -(으)르/는/(으)르 것 같다, -러 가다), and **describing** two related ideas or events in different relationships by **connecting** two clauses in a sentence (for example, 비가 올 것 같으니까 우산을 가져 가세요; 거기에서 노래하는 사람이 누구예요?). They **use** a range of abstract words, **selecting** vocabulary suitable for the target audience, purpose and context. They **maintain** the cohesiveness of the text by **keeping** consistency in terms of speech level and style and honorific elements, and by **using** cohesive devices such as conjunctors (such as -(으)니까, -다가, -(으)르/는데, -(으)면서), conjunctive adverbs (such as 하지만, 그러므로, 그러니까) and ellipsis. Students **translate** and **create** bilingual texts across

Korean and English, **providing** and **comparing** alternative versions, **identifying** ways to **interpret** and **convey** embedded meanings in culture-specific terms or expressions that are language-specific. They **compare** their intercultural experiences, **referencing** their current and past senses of identity, views and attitudes in relation to their ways of using language.

Students **describe** how spoken and written Korean vary and are modified according to contexts, audiences and purposes. They **exemplify** such adjustments (for example, changes to pitch or speed of speech, use of contractions or 반말, choice of vocabulary, and level of politeness and formality), **explaining** possible reasons for particular adjustments. They **describe** how languages change and borrow from, build on and blend with each other, **giving** examples in relation to Korean and languages such as English, Chinese and Japanese that share social, cultural and historical relationships. They **explain** how language influences ways of thinking, views of the world and human relationships. Students **use** metalanguage to **explain** aspects of the Korean language such as tense, suffix, honorification, adverb, modification, speech level (for example, 반말, 높임말), and politeness. They **assess** their own language use and cultural practices from multicultural perspectives and the meaning and impact of multiculturalism from various perspectives.

Year 7 entry to Year 10 sequence: Years 9 and 10 achievement standard

By the end of Year 10, students **use** written and spoken Korean to **interact** with peers, teachers and other Korean speakers in face-to-face, local and virtual communications. They **exchange** information and opinions about personal and immediate interests and experiences and about broader topics of interest to young people such as environmental issues, globalisation or technology. They **approximate** pronunciation of polysyllabic words, **making** mostly appropriate changes in sounds on syllable boundaries (for example, pronouncing such words as 한국어, 같이, 감사합니다, 먹고 and 어떻게 as 항구거, 가치, 감사합니다, 먹꼬 and 어떠케). They **write** Hangeul following writing conventions. Students **initiate** conversations (for example, 지금 뭐 해요? 어디 가요?), and **sustain** interactions by **asking** and **responding** to each other and **building** on each other's responses (for example, 주말에 시간 있어요? 네, 토요일 오후에 시간 있어요. 토요일 아침에 뭐 해요? 아홉시부터 열 두시까지 운동해요, ...). They **use** appropriate facial expressions and gestures. They **express** understanding (for example, 알겠어요; 모르겠어요), **request** clarification (for example, 무슨 뜻이에요? 다시 설명해 주세요), **ask** for opinions (for example, 어떻게 생각해요?) and **provide** their own opinions **using** reflective language as set phrases (for example, 글썄요, 아마 ..., 제 생각에는 ..., ...-(으)ㄴ/는 것 같아요). They **ask** for and **make** suggestions (for example, 무엇을 할까요? 해 보세요). Students **analyse** and **extract** information from different print, digital and multimodal sources, **drawing** on the context to help comprehension and **using** their knowledge of vocabulary, grammatical forms and structures **relating** to time, location, cases, honorifics, basic sentence types and text formats. They **create** and **present** informative and imaginative texts in different formats and in different modes, **expressing** experiences and views for different purposes and audiences. They **use** a range of particles for various functions and **modify** a noun using an adjectival form of a descriptive verb suffixed by -(으)ㄴ (for example, 예쁜 꽃). They **use** some irregular verbs (such as 들어요, 추워요) and verb phrases in complex structures as set phrases to **express** provision (for example, 읽어 주세요), prohibition (for example, 쓰지 마세요), trial (for example, 입어 보세요)

and ideas or events relating to the future (for example, 갈 거예요, 할까요?). They **express** two ideas or events in different relationships using conjunctors such as -어/아서, -고, -(으)면 or -지만 as appropriate to **connect** clauses. Students **make** comparisons using -보다 더 ... (for example, 오늘이 어제보다 더 추워요) and **express** time duration using ... 때/동안 (for example, 방학 때, 일 년 동안). They **express** the relative frequency of events using adverbs such as 가끔, 보통, 자주, 언제나 and the relative locations of objects/people using location words (such as 앞, 뒤, 위, 아래, 옆) in a formula: a noun + a location word + 에 (for example, 식탁 위에). They **refer** to self **using** either 나 or 저 **appropriately** according to the context. They **use** some basic conjunctive adverbs such as 그래서, 그런데, 그렇지만 and 하지만 to **establish** cohesion in texts. Students **translate** and **create** simple bilingual texts across Korean and English, **comparing** different versions, **identifying** reasons for different interpretations and ways to retain and convey original meanings in translated texts. They **recount** their reactions to intercultural experiences and **exemplify** how their personal experiences and assumptions influence their language use and perspectives.

Students **explain** how language use is adjusted to different purposes and audiences in different contexts and situations by **providing** examples from differing spoken and written forms of Korean. They **compare** situations where it is or is not appropriate to use 반말 and other features of language such as text messaging or colloquial forms of expression in Korean, English or other known languages. They **describe** how languages change over time and through contact with other languages and cultures by **identifying** possible examples of such change in Korean and other languages. They **relate** grammatical elements in Korean such as case markers, particles, suffixes, and verb endings to their grammatical functions by **explaining** them using metalanguage (case, politeness, honorification, 반말, 높임말, native Korean/Sino-Korean). Students **explain** how cultural values and ideas are embedded in language use, including their own, and **identify** how language reflects ways of thinking, views of the world and everyday cultural routines, drawing on examples from Korean, English and other languages.

Modern Greek

Foundation entry to Year 10 sequence: Years 9 and 10 achievement standard

By the end of Year 10, students **use** written and spoken Greek to **initiate**, sustain and **extend** formal and informal interactions with teachers, peers and others in a range of settings such as, *Τι θα κάνεις μετά το σχολείο*. They **use** language **spontaneously** to **respond** to others, **seek** and **give** advice (for example, *Δεν ξέρω τι να κάνω*), **contribute** ideas and opinions, **describe** relationships, **discuss** aspirations (for example, *Θέλω να κάνω ένα ταξίδι*), **compare** experiences and **express** opinions on issues of interest such as, *Πώς θα προστατέψουμε το δάσος*. 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 spoken Greek in their interactions. They **analyse** and **evaluate** ideas and information obtained from multiple spoken and written sources on a range of issues such as, *Η τεχνολογία σήμερα, Πού μιλάνε τα ελληνικά*. They **present** information using different text types and modes of presentation to **suit** different audiences and to **achieve** different purposes (for example, *blog για το σχολικό περιοδικό για τη μόδα, μιά μουσική εκδήλωση*). They **share** their responses to different imaginative texts by **expressing** and **justifying** opinions on language use, themes, moods and emotions. They **manipulate** language and **use** different techniques to **produce** imaginative texts for different audiences. When **creating** texts, they **use** a variety of grammatical elements, such as passive and active voice (for example, *Καθόμουν, Θα καθίσω, Έλα κάθισε*), negation (for example, *Ούτε τώρα, ούτε ποτέ*), word order and time clauses (for example, *Μιλούσε στο τηλέφωνο όταν τον είδα*), to **shape** meaning (for example, *Όταν έρθεις σπίτι μου, θα πάμε να φάμε έξω*). 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. They **explain** the relationship between language, culture and identity, **question** assumptions and **modify** language and behaviours in intercultural interactions as appropriate.

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 **give** examples of how language use varies according to cultural contexts, **explaining** why Greek interactions differ from those in English or other languages. They **explain** why Greek, 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.

Year 7 entry to Year 10 sequence: Years 9 and 10 achievement standard

By the end of Year 10, students **initiate** and **sustain** interactions with peers by **sharing** opinions and experiences and **comparing** aspects of teenage life (for example, *Πού θα πας διακοπές; Θέλω να γίνω πιλότος γιατί ...*). 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 (for example, *Πάμε στο σινεμά αύριο; Συμφωνείς; Θέλω/Δε θέλω*). When **interacting**, they **use** appropriate pronunciation, rhythm and stress (for example, *σ' αυτόν, κοντά στην πόλη, Πάω στο ταχυδρομείο, Πάμε στη λαϊκή αύριο;*). 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 (for example, *Μου αρέσει αυτό το έργο γιατί ..., είναι ωραίο, πιστεύω, νομίζω, διαφωνώ*). They **share** their responses to imaginative texts by **expressing** personal preferences, feelings and opinions about themes, mood and language choices (for example, *Ηόδα είναι μονότονη, Αγόρασα καινούριο κινητό*). They **use** different techniques to **produce** imaginative texts for different audiences. They **use** a range of grammatical structures and elements to **describe**, **situate** and **link** people, objects and events, and **apply** their knowledge of vocabulary and grammatical structures such as *Είναι καλό, πολύ καλό, πάρα πολύ καλό*, to **extend** meaning. They **translate**, **interpret** and **create** texts in Greek and English for the wider community (for example, *Απαγορεύεται, Περσικά*). When **interacting**, students **share** responsibility for making meaning. They **give** examples on how their identity influences their intercultural exchanges.

Students **identify** and **reproduce** regularities and irregularities of sound–letter relationships and combinations such as, *αυ, ευ, ββ, λλ, ρρ, ττ, ιου, ιο/ιό* (for example, *τετράδιο-χωριό, ειο/ειου, αϊ, άι, -ασμα*), (for example, *διάβασμα*). 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** Greek language and culture in various linguistic and cultural settings in Australia and overseas, and **give** reasons for variations that exist. They **identify** ways that Greek language 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 to effective communication.

Spanish

Foundation entry to Year 10 sequence: Years 9 and 10 achievement standard

By the end of Year 10, students **use** written and spoken Spanish to **initiate** and **sustain** interactions with teachers, peers and others in a range of settings and for a range of purposes. They **use** language spontaneously to **offer** opinions on social issues and to **discuss** young people's interests, behaviours and values across cultural contexts. They **justify** opinions such as *No creo que sea la mejor manera de resolver...*, *Estoy en contra de esa idea porque...*, **evaluate** perspectives and **reflect** on their own language learning. They **collaboratively plan** and **organise** events and **manage** diverse views by **using** the subjunctive mood to **express** emotion and doubt and give negative commands (for example; *Siento que no puedas ir a La Habana*, *Es posible que compre un reproductor MP3*, *No pienso que sea ... Siento que estés enfermo ... ¡No grites tanto!*), the imperative mood for commands (for example, *Hazlo bien*, *Toma el jugo/zumo*, *Escríbeme*, *Llámalala ...*), and passive voice when appropriate (for example, *se cometieron errores*). Students **locate**, **analyse**, **synthesise** and **evaluate** ideas and information on local and global issues from a range of perspectives and sources. They **present** information **using** different modes of presentation to **suit** different audiences and to **achieve** different purposes. They **select** appropriate nouns and adjectives to **describe** values and attitudes identified in different imaginative texts, such as *Ese joven no sirve para nada / Es un joven valiente*, *Ellos son ilegales / Ellos son los refugiados*. They **produce** a variety of imaginative texts that **reflect** ideas, attitudes or values associated with Spanish-speaking communities, **applying** knowledge of the imperfect (for example, *Cuando era joven vivíamos en Bogotá*, *Vivía en Granada cuando Pedro se graduó*) and conditional tenses (for example, *Valdría la pena ver los murales de Diego Rivera*). They **use** grammatical elements such as reflexive verbs (for example, *acostarse*, *cepillarse*) and relative pronouns (for example, *el amigo que visitamos*), and **use** cohesive devices (for example, *sin embargo*, *por eso*, *pero*) to **link** and **extend** ideas, and time markers such as *al día siguiente*, *después de...*, *más tarde...* for sequencing. When **translating** Spanish, students **identify** cultural perspectives and **explain** how they have been represented. They **create** bilingual texts that **reflect** aspects of language and culture for both English-speaking and Spanish-speaking audiences. They **contribute** to mutual understanding when **participating** in intercultural experiences, and **explain** how family and cultural traditions shape people's sense of identity.

Students **identify** connections between the variety of other languages used in different communities in the Spanish-speaking world and **explain** some of the variations in Spanish, such as the pronunciation of the letters c, s and z, and different ways of pronouncing ll and y. They **use** appropriate metalanguage to **explain** grammatical features such as word order, tenses and subjunctive mood and the purpose and features of different texts, such as informative and persuasive texts. Students **analyse** the influence of language on peoples' actions, values and beliefs, including its capacity to include and exclude. They **explain** ways in which language and culture are interrelated and influence each other.

Year 7 entry to Year 10 sequence: Years 9 and 10 achievement standard

By the end of Year 10, students **interact** in written and spoken Spanish to **communicate** about personal experiences, relationships and aspirations, and broader local and global issues such as the environment, social media and tourism, including issues that pertain to Spanish-speaking countries. Learners **interact** with peers to **make** decisions, **solve** problems, and **negotiate** and **plan** action in response to issues. When **interacting**, they **use** both rehearsed and spontaneous language and appropriate protocols (for example, *Perdona, pero no estoy de acuerdo contigo porque ..., me parece mejor ... ¿qué os parece si...?*) to **express** and **compare** opinions, **share** perspectives, and **express** agreement or disagreement (for example, *Me parece que..., ¿qué les parece?, Que buena idea, me opongo*). They **apply** rules of pronunciation, stress and intonation to a range of sentence types. They **locate**, **summarise** and **analyse** information from a range of texts, and **communicate** different perspectives and information in a range of contexts **using** different modes of presentation. They **respond** to and **create** personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts **using** appropriate Spanish writing conventions. They **use** grammatical elements including present, imperfect, past and future tenses, reflexive verbs, and the subjunctive mood to express emotion (for example, *Como chocolate todos los días, Fui al parque ayer, Salíamos a bailar los fines de semana, Estudiaré informática en la universidad*). They **use** appropriate forms of possessive adjectives in own language production, as well as cohesive devices and prepositions to **create** cohesion and interest. They **use** relative pronouns (for example, *El programa que miraba era cómico*), relative clauses (for example, *Mi amigo chileno me ha dicho que quiere venir con nosotras al cine*) and adverbial phrases (for example, *a la derecha, con frecuencia*) to **extend** and **elaborate** their written texts. They **work** in Spanish and English to **translate** and **create** bilingual texts, **explaining** words or expressions that are culturally specific such as *tapas, adobe, vaquero, Vive en el quinto pino, ... más largo que un día sin pan*. They **describe** their own reactions in intercultural exchanges and **explain** how their own assumptions and identity influence their language use.

Students **identify** differences in accent and pronunciation across the Spanish-speaking world, such as the use *ceceo* and *seseo* in different regions and countries. They **use** metalanguage to **explain** features of language (formal and informal language) and grammar (for example, *las formas negativas, el futuro próximo con el verbo ir, masculino, femenino, singular, plural*), and for **reflecting** on the experience of Spanish language and culture learning. They **identify** relationships between parts of words (prefixes and suffixes) and stems of words (for example, *desagradable, la camioneta, la reconciliación*), and how word patterns connect words in semantic families (for example, *mercado, mercancía, feliz, felicidad, felicitaciones*). They **analyse** the textual features of a range of texts in different modes and **identify** how these shape responses and influence meaning. They **give** examples of how Spanish is used in a variety of ways to achieve different purposes in different contexts and for different audiences. Students **describe** changes in the role of Spanish as a global language and **explain** how language both influences and reflects culture. They **know** that Spanish is co-official with many other languages in a range of countries, such as Guaraní in Paraguay; Quechua in Bolivia, Ecuador and Peru; and Basque/Euskera, Catalan and Galician in Spain. They **explain** how meanings and interpretations vary according to the cultural assumptions that people bring to interactions, and **consider** how learning a second language provides the opportunity to view oneself from the perspectives of others.

Turkish

Foundation entry to Year 10 sequence: Years 9 and 10 achievement standard

By the end of Year 10, students **use** spoken and written Turkish to **initiate, sustain** and **extend** interactions with peers, teachers and others in a range of contexts and for a range of purposes. They **exchange** ideas, opinions and aspirations, for example, *Türkçe öğretmeni olmak istiyorum*. They **use** analytical and comparative language when **comparing** views, preferences and responses to different experiences, for example, *Doktorluğu tercih ederim çünkü doktor olunca Türkçe konuşmak çok yararlı olacak*. They **use** spontaneous language to **participate** in activities that involve **taking** action, **transacting, problem-solving, negotiating** and **managing** different opinions and perspectives, for example, *Bazıları böyle düşünse de ben tamamen farklı düşünüyorum*. They **extend** discussions and **justify** their views by **asking** questions that **invite** reflection, analysis and comparison of experience, for example, *okuduğunuz metindeki bu düşünce izlediğiniz filmde nasıl işlenmiştir? Hangi dilde duygularını daha rahat ifade ediyorsun* and by **providing** elaborated responses, for example, *Türkçe'yi daha farklı ortamlarda rahatça kullanabiliyorum*. They **speak** fluently, **pausing** where appropriate, and **use** stress in extended sentences to **enhance** communication. Students **gather, synthesise** and **evaluate** information from different perspectives and sources, and **present** information, views and perspectives on topics of interest in different modes and formats selected to **suit** purpose and audience. Students **respond** to different expressive and imaginative texts by **analysing** techniques and cultural influences **used** for aesthetic, humorous or emotional effects. They **create** a range of imaginative texts that **reflect** their bilingual and bicultural experiences and **use** language for effect. When **creating** texts, students **use** a variety of tenses, such as simple present, past, progressive, simple past perfect, for example, *geldi, gitti*, and evidential past perfect tense, for example, *gelmiş, gitmiş, uyuyormuş*. They **use** cohesive devices to **sequence** and **connect** actions and ideas in texts, and **apply** the rules of agglutination to adverbs, adjectives and nouns. They **compare** translations of Turkish texts and **identify** factors that may have influenced the translation. They **create** explanations in English of cultural and contextual references **embedded** in traditional and contemporary Turkish texts. They **explain** the relationship between language, culture and identity, **question** cultural assumptions, and **modify** language and behaviours in intercultural interactions as appropriate.

Students **identify** regular and irregular elements of spoken and written Turkish and **apply** their understanding to **produce** complex phrases and elaborated texts, and to **participate** in extended interactions. They **analyse** how grammatical elements such as agglutination and cohesive devices impact on mood, register and tense variation. They **know** how to construct a range of spoken, written and multimodal texts to **suit** context, purpose and audience, incorporating elements appropriate to culture and context. They **analyse** how spoken and written Turkish varies according to social roles, communities and contexts, **explaining** why they adjust their vocabulary and level of politeness and formality in intercultural interactions, for example, *özür dilerim/affınıza sığırım, naber(nbr)/nasılsın*. Students **explain** why languages and culture change over time, including the impact of education, new technologies, changing values and intercultural exchange. They **explain** the reciprocal and evolving nature of the relationship between language and culture.

Year 7 entry to Year 10 sequence: Years 9 and 10 achievement standard

By the end of Year 10, students **interact** in written and spoken Turkish to **exchange** and **compare** views and experiences on personal, local and global issues, for example, *liseyi bitirince Türkiye’de üniversiteye gitmek istiyorum, okulu bitirdikten sonra seyahat etmek istiyorum*. They **use** action-related and spontaneous language to **engage** in shared activities that involve **brainstorming**, **transacting**, **negotiating**, **problem-solving** and **taking** action, for example, *Nasıl bir yöntem izleyelim? Bence bu yöntemi izlersek daha uygun, Sen nasıl uygun görürsen*. They **offer** opinions, for example, *banaya göre*, and **justify** them, for example, *şöyle ki, Haklısın ama bence ...*. They **engage** in structured discussions by **asking** and **responding** to questions, for example, *görüşünü destekleyecek kanıtın var mı?* and **expressing** agreement or disagreement, for example, *seninle aynı fikirde değilim*. When **speaking**, they **apply** the vowel elision rule to suffixes of multisyllabic words, the principles of word stress to **pronounce** unfamiliar words and phrases and intonation patterns, stress and tone to **contribute** to the cohesion of longer spoken texts. Students **organise** and **classify** information and ideas obtained from different sources, **re-presenting** content in new formats for different audiences. They **convey** information and perspectives **using** different modes of presentation appropriate to a variety of contexts and to **achieve** different purposes. They **share** their responses to a range of traditional and contemporary imaginative texts by **describing** key elements, including settings, themes and values and **discussing** the representation of characters and events. They **use** expressive, descriptive and evocative language to **produce** imaginative texts in a range of modes and formats selected to **suit** particular audiences. When **writing**, they **identify** and **use** a variety of verb moods, such as potential, for example, *yazabilmek*, *koşabilmek*, reflexive, for example, *Tayla giyindi ve süslendi*, reciprocal, for example, *Babası ile araba için tartıştı*, causative, for example, *Dün kuaförde saçını boyattı* and passive, for example, *Pirinç ayıklandı ve pilav pişirildi*. They **use** grammatical forms such as auxiliary verbs, for example, *yardım etmek*, *namaz kılmak*, *ayıp olmak*; particles, for example, *karşı*, *gibi*, *beri*, *dek*, *kadar*, *üzere*; and honorific forms, for example, *Bey/Hanım*, *Amca/Teyze*, *Efendi*, *Ağa/Hanımağa*, *Sayın*, *Ağabey(Abi)/Ablai*, *Hoca/Öğretmen*, *Bay/Bayan*/. Students **translate** and **interpret** a range of texts from Turkish into English and vice versa, **explaining** how cultural elements affect meaning. They **produce** a range of multimodal resources in Turkish and English for the wider community which reflect the bilingual experience. They **explain** their language choices and communicative behaviours in different intercultural interactions and **identify** the adjustments they make according to context. They **explain** how language, culture and identity shape and reflect ways of communicating and thinking.

Students **apply** their understanding of the Turkish writing system, including spelling patterns, symbols, characters and punctuation, to **express** complex ideas and information and to **engage** in extended interactions. They **use** metalanguage to explain language forms, structures and conventions. They **apply** their understanding of texts to construct a range of written, spoken and multimodal texts, **incorporating** elements appropriate to culture and context. They **explain** how language use varies according to roles, relationships and contexts, and **make** comparisons with other languages, including English. They **identify** influences, such as technology and social media on Turkish and other languages, such as abbreviations in text messages, for example, *nbr* (*ne haber*), *tmm* (*tamam*), *slm* (*selam*), *kib* (*kendine iyi bak*), *bye* (*güle güle*) and *aeo* (*allaha emanet ol*). They **explain** variations in their own language use in different contexts, the reciprocal and evolving nature of the relationship between language and culture, and how cultural experiences, values and identities are reflected in language.

Vietnamese

Foundation entry to Year 10 sequence: Years 9 and 10 achievement standard

By the end of Year 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, ùng*), 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.

Year 7 entry to Year 10 sequence: Years 9 and 10 achievement standard

By the end of Year 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.

References

Australian Curriculum, Assessment and Reporting Authority, 2018, *The Australian Curriculum v8.3*, <http://australiancurriculum.edu.au>

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au and search for 'Australian Curriculum'.

Alternatively, phone 07 3120 6102 or email the K-12 Resources branch at australiancurriculum@qcaa.qld.edu.au.