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| Foundation |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of the Foundation year, students use play and imagination to interact and create Vietnamese texts, with support. They identify that Vietnamese and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity. | There was no separate achievement standard in Foundation. In Version 8.4 the achievement standard covered Foundation to Year 2.  |

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| Content descriptions |
| Version 9.0 Foundation |
|  Version 9.0 | Action taken | Version 8.4 |
| with support, recognise and communicate meaning in Vietnamese AC9LVF01 | New |  |
| explore, with support, language features of Vietnamese noticing similarities and differences between Vietnamese and English AC9LVF02 | New |  |
| explore connections between language and culture AC9LVF03 | New |  |

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| Years 1–2 |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 2, students use Vietnamese language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts, using non-verbal, visual and contextual cues to help make meaning. They recognise tone marks and use familiar words and modelled language to create texts. They copy letters and tone marks to make words. Students imitate the sounds, tones and rhythms of spoken Vietnamese. They demonstrate understanding that Vietnamese has rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Vietnamese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). | By the end of Year 2, students interact with the teacher and peers through action-related talk and play. They introduce themselves and others, and express thanks, likes and dislikes, needs and wishes, for example, *Tôi tên là Lan. Cảm ơn bạn. Tôi thích/ không thích … Tôi muốn ăn cơm. Chúc bạn sinh nhật vui vẻ.* They use modelled repetitive language when participating in games and shared activities, and interact in classroom routines by responding to questions, following instructions and asking for permission, for example*, Dạ, em xong rồi. Các em hãy đọc theo cô. Thưa cô cho em đi uống nước.* When interacting, they use the sounds and tones of Vietnamese and distinguish between questions, such as *Ai? Ở đâu? Khi nào? Có … không?*, and commands, for example*, Đứng lên*. They identify information and key words, such as names of people, for example*, cô An, bạn Hải*; places, for example, *trường, lớp*; or objects, for example*, cái bàn*; and convey information about themselves and their family, friends and school using modelled sentences and illustrations. They respond to imaginative experiences through miming, acting, and answering questions, and create and perform simple imaginative texts using familiar language and non-verbal forms of expression. Students use familiar vocabulary related to the classroom and home environment. They use simple sentences with appropriate word order to communicate information about themselves, for example, *Tôi bảy tuổi*, their family and the classroom, for example*, Đây là gia đình tôi/ lớp tôi*. Students translate frequently used words and simple phrases and create simple bilingual texts for the immediate learning environment. They describe the experience of using Vietnamese and identify their roles as members of different groups, including the Vietnamese class and their family and community.Students identify the sounds and tones of the Vietnamese language in words and symbols. They identify similarities and differences between different types of familiar texts. They provide examples of the different titles and greetings that are used to address people in different situations. Students name some of the many languages used in Australia, identifying Vietnamese as one of the major community languages. They identify how the ways in which people use language reflect where and how they live and what is important to them. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Vietnamese |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Vietnamese |
| recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions AC9LV2C01 | CombinedRefined  | Interact with peers and the teacher by introducing themselves and expressing needs, wishes, likes and dislikes[Key concepts: belonging, preferences; Key processes: greeting, expressing preferences] (ACLVIC106)Interact in classroom routines and activities by responding to questions, following instructions and asking for permission[Key concepts: roles, routines; Key processes: following instructions, listening, observing] (ACLVIC108) |
|  | Removed  | Share opinions and ways of behaving when using Vietnamese in home and school contexts[Key concepts: identity, membership; Key processes: identifying, comparing] (ACLVIC115) |
| Removed | Recognise that there are variations in the way Vietnamese speakers greet and address different people[Key concept: register; Key process: recognising] (ACLVIU120) |
| participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues AC9LV2C02 | Refined  | Participate in guided group activities such as songs, rhymes, games and transactions, using modelled repetitive language[Key concepts: play, performance, action learning; Key processes: giving and following instructions, active listening, speaking] (ACLVIC107) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases AC9LV2C03 | CombinedRefined  | Identify key words and specific information related to their personal world in simple spoken, written, digital and visual texts[Key concept: personal world; Key processes: listening, viewing, identifying, locating] (ACLVIC109)Participate in shared reading, viewing of or listening to imaginative texts and respond through miming, acting, matching pictures with text or answering questions[Key concepts: imagination, response; Key processes: participating, listening, matching] (ACLVIC111) |
| notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines AC9LV2C04 | New  |  |
|  | Removed  | Translate and interpret familiar Vietnamese words, phrases and expressions[Key concepts: language, meaning; Key process: translating] (ACLVIC113) |
| Version 9.0 Sub-strand: Creating text in Vietnamese |
| with support, use letters with tone marks to form words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying letters with tone marks as appropriate AC9LV2C05 | CombinedRefined  | Share information about self, family, school and friends, using modelled sentence structures and illustrations to support meaning[Key concepts: self, family, school, friends; Key processes: describing, presenting] (ACLVIC110)Create and perform simple imaginative texts such as chants, songs and stories, using familiar language and non-verbal forms of expression[Key concepts: performance, expression; Key processes: experimenting, labelling, captioning] (ACLVIC112) |
|  | Removed | Create bilingual texts in both Vietnamese and English for the immediate learning environment such as labels, captions, wall charts and other resources[Key concepts: representation, equivalence; Key processes: labelling, captioning] (ACLVIC114) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| recognise and imitate the sounds, tones and rhythms of VietnameseAC9LV2U01 | Refined  | Recognise the sounds and tones of spoken Vietnamese, and notice how they are represented in words and symbols[Key concepts: sound systems, writing systems; Key process: recognising] (ACLVIU117) |
| recognise that the Roman alphabet with tone marks, and features of language, are used to construct meaning in Vietnamese AC9LV2U02 | CombinedRefined  | Recognise the sounds and tones of spoken Vietnamese, and notice how they are represented in words and symbols[Key concepts: sound systems, writing systems; Key process: recognising] (ACLVIU117)Understand some first elements of Vietnamese grammar, such as personal pronouns, frequently used nouns, adjectives, verbs and prepositions, and basic rules of word order in simple sentences[Key concepts: syntax, vocabulary; Key process: recognising] (ACLVIU118) |
|  | Removed  | Explore different types of familiar texts, such as captions, labels, songs, rhymes and fairy tales, noticing similarities and differences between text types[Key concept: familiar texts; Key process: recognising] (ACLVIU119) |
| notice that Vietnamese has features that may be similar to or different from English AC9LV2U03 | New  |  |

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| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| notice that people use language in ways that reflect cultural practices AC9LV2U04 | Refined  | Understand that the ways in which people use language reflect their cultures, and relate to where and how they live and what is important to them[Key concepts: language, culture, identity; Key processes: understanding, noticing] (ACLVIU122) |
|  | Removed | Identify themselves as members of different groups, including the Vietnamese class, the school, their family and the community, describing their roles within these groups[Key concepts: self, roles, belonging; Key processes: recognising, connecting, describing] (ACLVIC116) |
| Removed  | Recognise that Australia is a multilingual society and that Vietnamese is one of the major community languages in Australia[Key concept: language power; Key processes: understanding, recognising, comparing] (ACLVIU121) |

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| Years 3–4 |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 4, students use Vietnamese language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language, and basic syntax to create texts. Students imitate sounds, tones, pronunciation and intonation patterns of spoken Vietnamese. They demonstrate understanding that Vietnamese has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Vietnamese and make comparisons between Vietnamese and English. They understand that the Vietnamese language is connected with culture, and identify how this is reflected in their own language(s) and culture(s). | By the end of Year 4, students use Vietnamese to interact with the teacher and peers to exchange information and experiences relating to themselves, their family and friends. They use formulaic expressions to participate in simple transactional exchanges and collaborative activities, and to seek clarification, assistance or advice in everyday classroom routines, for example, *Làm ơn cho biết*. When interacting, they use features of Vietnamese pronunciation, including tones, vowels and consonants. Students locate information relating to familiar contexts and present it in modelled spoken, written and visual texts. They respond to imaginative texts by identifying favourite elements and making simple statements about settings, characters or events, and create simple imaginative texts using formulaic expressions and modelled language. Students use common action verbs (for example*, đi, ăn, ngủ, chơi, chạy, nói, cười, làm, học*), adjectives (for example*, đẹp, xấu, tốt, đen, đỏ*) and adverbs (for example, *nhanh, chậm, hay, giỏi*), to create short, simple sentences about their routines and interests. They use vocabulary related to school, home and everyday routines. They use appropriate word order and personal pronouns in simple spοken and written texts, for example, *Đây là con mèo con của tôi/anh/em/cháu*. They translate and compare common Vietnamese and English expressions and create simple bilingual texts for classroom use. Students describe how language involves behaviours as well as words and share their experiences of communicating in Vietnamese- and English-speaking contexts.Students identify the tones of the Vietnamese language and use tone markers when writing. They identify the features and purpose of a range of familiar texts. They provide examples of how language use varies according to the participants, social context and situation (for example, *cho em/tặng bạn/biếu bà một món quà*), and identify differences between ways of showing politeness in Vietnamese- and English-speaking contexts. They identify how languages change over time, providing examples of Vietnamese words borrowed from other languages such as English and French. They compare Vietnamese and English language use and cultural practices, identifying culture-specific terms and expressions. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Vietnamese |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Vietnamese |
| initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions AC9LV4C01 | CombinedRefined  | Share with peers and the teacher information and experiences relating to self, family and friends[Key concepts: self, family, friends; Key processes: exchanging, describing] (ACLVIC123)Participate in everyday classroom activities by seeking clarification, advice and help from others[Key concept: participation; Key processes: advising, requesting] (ACLVIC125) |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures AC9LV4C02 | Refined  | Participate in collaborative tasks that involve planning and simple transactions[Key concept: collaboration; Key processes: participating, contributing, transacting] (ACLVIC124) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts AC9LV4C03 | Combined Refined  | Locate and organise information relating to familiar contexts from a range of spoken, written, digital and visual texts[Key concepts: routines, pastimes; Key processes: identifying, listening, viewing, reading, organising] (ACLVIC126)Present information relating to familiar contexts in modelled spoken, written and visual texts in different modes, including digital and multimodal[Key concepts: time, home, neighbourhood; Key processes: presenting, selecting] (ACLVIC127)Respond to imaginative texts such as fables, folk tales, songs and stories by identifying favourite elements and making simple statements about settings, characters and events[Key concepts: setting, ideas, character, event; Key processes: responding, identifying] (ACLVIC128) |
| develop strategies to comprehend and adjust Vietnamese language in familiar contexts to convey cultural meaning AC9LV4C04 | New  |  |
|  | Removed  | Translate and interpret words and expressions in simple Vietnamese and English texts, noticing similarities and differences or non-equivalence of words and expressions[Key concept: equivalence; Key process: comparing translations] (ACLVIC130) |
| Version 9.0 Sub-strand: Creating text in Vietnamese |
| create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions AC9LV4C05 | Refined  | Create and perform imaginative texts such as captions, chants, raps, dialogues and stories, using formulaic expressions, modelled language and visual supports[Key concepts: imagination, experience; Key processes: creating, performing] (ACLVIC129) |
|  | Removed  | Create simple bilingual texts such as signs or notices, digital picture dictionaries and word banks for the classroom and the school community[Key concept: representation; Key processes: selecting, translating] (ACLVIC131) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| recognise and use modelled combinations of sounds, tones, pronunciation and intonation patterns of Vietnamese to form words and phrases AC9LV4U01 | Refined  | Experiment with pronunciation and spelling of Vietnamese vowels, consonants and tone markers[Key concepts: pronunciation, spelling; Key processes: listening, distinguishing, applying] (ACLVIC134) |
| recognise language conventions, grammatical structures and basic syntax in familiar texts and contexts AC9LV4U02 | Combined Refined  | Experiment with pronunciation and spelling of Vietnamese vowels, consonants and tone markers[Key concepts: pronunciation, spelling; Key processes: listening, distinguishing, applying] (ACLVIU134)Develop knowledge of nouns, adjectives, verbs and adverbs to describe actions, people and objects, and express possession[Key concepts: verb forms, adjectives; Key processes: noticing, applying] (ACLVIU135) |
|  | Removed  | Recognise the features and purpose of a range of familiar texts such as stories, greeting cards, recipes, advertisements and posters[Key concepts: audience, text structure; Key processes: identifying, comparing, classifying] (ACLVIU136) |
| recognise familiar Vietnamese language features and compare with those of English, in known contexts AC9LV4U03 | New  |  |

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| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| identify connections between Vietnamese language and cultural practices AC9LV4U04 | Refined  | Make connections between cultural practices and language use, such as culture-specific terms or expressions in Vietnamese and English[Key concepts: behaviours, practices; Key processes: identifying, making connections] (ACLVIC139) |
|  | Removed  | Reflect on their experiences as Vietnamese background speakers when interacting in English and Vietnamese, identifying differences in language use and behaviours[Key concepts: culture, language, behaviour; Key processes: examining, connecting] (ACLVIC132) |
| Removed  | Explore their own sense of identity, including elements such as family, background, experiences, and ways of using language in Vietnamese- and English-speaking contexts[Key concepts: communication, identity; Key processes: reflecting, adjusting] (ACLVIC133) |
| Removed  | Explore how language use varies according to the age, gender and relationship of participants and the context[Key concept: variation; Key processes: identifying, understanding] (ACLVIU137) |
| Removed  | Recognise that languages change over time and influence one another[Key concepts: loan words, dynamic systems, language variation; Key processes: observing, identifying] (ACLVIU138) |

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| Years 5–6 |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 6, students initiate and use strategies to maintain interactions in Vietnamese language that are related to their immediate environment. They use appropriate sounds, tones, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Vietnamese or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. Students apply rules for pronunciation and intonation in spoken Vietnamese. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Vietnamese. They compare language structures and features in Vietnamese and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. | By the end of Year 6, students use spoken and written Vietnamese for classroom interactions and to share ideas and opinions and express feelings. They exchange information about aspects of their daily life, school, friends and leisure activities. They make shared decisions and arrangements, organise events and complete transactions. When participating in classroom and collaborative activities, they ask and respond to questions, and express opinions, for example*, Bạn thích ăn cơm hay phở? Tôi thích ăn phở vì nó thơm ngon và bổ*. Students use specific features of pronunciation and intonation, including tones, when interacting. They locate, classify and compare information from a range of familiar texts, and share information and ideas on topics of interest in paragraphs or short texts selected to suit different audiences. They respond to imaginative texts by describing key elements, and create short imaginative texts or alternative versions of texts they have heard, read or viewed. Students use everyday language and topic-specific vocabulary to express ideas and opinions and discuss events in time and place. They construct sentences using nouns, pronouns, adjectives, adverbs and familiar expressions and idioms (for example*, đen như mực, hiền như Bụt, có công mài sắt có ngày nên kim*), to suit the context and purpose of communication. Students use simple sentences and form compound sentences using conjunctions such as *và,hay/hoặc, vì, nhưng, nên*. When writing, they apply appropriate spelling and punctuation in a range of sentence types. Students translate simple texts from Vietnamese into English and vice versa, identifying words that are easy or difficult to translate, and create bilingual texts for their own language learning and for the school community. Students identify ways in which their family origins, traditions and beliefs impact on their identity and influence how they communicate in Vietnamese and English.Students form new words by adding or changing tone markers, initial consonants and vowels (for example, *buổi, cuối, đuổi, tuổi, chuối*), and identify how changes to pitch affect the meaning of words, for example, *thương, thường, thưởng, thượng*. They compare the structure and language features of familiar texts and identify ways in which audience, context and purpose influence language choices. They identify ways in which language use varies according to context and situation, for example, *Chào các bạn. Kính thưa thầy/cô*. Students provide examples of how the Vietnamese language has changed over time and identify ways in which regional dialects and accents have influenced the language, for example, dialectal variations such as *bố/ba, mẹ/má, cái thìa/cái muỗng, Em tên gì?/Em tên chi? Đi đâu?/Đi mô?* They identify language choices that reflect the influence of Vietnamese values and beliefs, and apply culturally appropriate behaviours and language when communicating in a range of familiar situations. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Vietnamese |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Vietnamese |
| initiate and sustain modelled exchanges in familiar contexts related to students’ personal worlds and school environment AC9LV6C01 | CombinedInformed  | Interact and socialise with peers and the teacher to exchange information and opinions related to daily life, school, friends, leisure and social activities[Key concepts: school, daily life, leisure, place; Key processes: socialising, sharing] (ACLVIC140)Engage in classroom interactions by asking and responding to questions and expressing opinions[Key concepts: engagement, interaction; Key processes: responding, questioning] (ACLVIC142) |
|  | Removed  | Reflect on their experiences of interacting in Vietnamese- and English-speaking contexts, and discuss adjustments to language and behaviours made when moving between languages[Key concepts: society, background, belonging; Key processes: comparing, explaining] (ACLVIC149) |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9LV6C02 | Refined  | Collaborate with peers in group tasks and shared experiences to make choices and arrangements, organise events and complete transactions[Key concept: negotiation; Key processes: making decisions and arrangements, transacting] (ACLVIC141) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose AC9LV6C03 | Combined Refined  | Locate, classify and compare information relating to personal, social and natural worlds from a range of spoken, written, digital and visual texts[Key concepts: place, media, private and public world; Key processes: listening, reading, viewing, locating, classifying] (ACLVIC143)Present ideas and information related to topics of interest in a range of formats, including digital presentations, for different audiences[Key concepts: audience, context, presentation; Key processes: presenting, relating] (ACLVIC144)Engage with imaginative texts, including digital and multimodal, by identifying and describing key elements such as themes, settings, characters and events[Key concepts: morality, experience, interconnection; Key processes: expressing, explaining] (ACLVIC145) |
| apply strategies to interpret and convey meaning in Vietnamese language in familiar non-verbal, spoken and written cultural contexts AC9LV6C04 | New  |  |
|  | Removed  | Translate and interpret texts from Vietnamese into English and vice versa, noticing which words or concepts are easy or difficult to translate[Key concepts: translation, equivalence; Key processes: judging, comparing, interpreting] (ACLVIC147) |
| Version 9.0 Sub-strand: Creating text in Vietnamese |
| create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type AC9LV6C05 | New  |  |
|  | Removed | Present, reinterpret or create alternative versions of imaginative texts, adapting events or characters to different modes and contexts[Key concepts: character, event; Key processes: re-creating, transforming, performing] (ACLVIC146) |
| Removed  | Produce a range of bilingual texts and resources for their own language learning and for the school community such as posters, menus, recipes or stories, including multimodal and digital forms[Key concept: linguistic landscape; Key processes: translating, designing] (ACLVIC148) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| apply knowledge of sounds, tones, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases AC9LV6U01 | Refined  | Recognise and apply features of intonation and pronunciation and writing conventions used in different types of texts and contexts[Key concepts: sound systems, pronunciation, punctuation; Key processes: recognising, applying] (ACLVIU151) |
| use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions AC9LV6U02 | Combined Refined  | Recognise and apply features of intonation and pronunciation and writing conventions used in different types of texts and contexts[Key concepts: sound systems, pronunciation, punctuation; Key processes: recognising, applying] (ACLVIU151)Understand and use basic grammatical structures and explore a range of nouns, adjectives, adverbs, verbs and conjunctions, to express opinions, actions and events in time and place[Key concepts: nouns, adjectives, verb forms, conjunctions; Key processes: understanding, expressing] (ACLVIU152) |
|  | Removed  | Understand the structure and language features of familiar texts such as recipes, recounts, narratives, procedures, emails and stories, recognising that linguistic choices depend on purpose, context and audience[Key concepts: genre, language features; Key process: exploring] (ACLVIU153) |
| Removed  | Understand that language is used differently in different contexts and situations, for example, at home, at school, at the market or at the doctor’s surgery[Key concepts: variation, context; Key processes: analysing, explaining] (ACLVIU154) |
| compare some Vietnamese language structures and features with those of English, using some familiar metalanguage AC9LV6U03 | New  |  |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal, spoken and written communication AC9LV6U04 | Combined Refined  | Reflect on how own biography, including family origins, traditions and beliefs, impacts on identity and communication[Key concepts: self, complexity, belief systems; Key processes: finding connections, reflecting, discussing] (ACLVIC150)Understand that language use is shaped by the values and beliefs of a community[Key concepts: social norms, values, attitudes; Key processes: understanding, reflecting] (ACLVIU156) |
|  | Removed  | Explore how the Vietnamese language has changed over time and how it has been influenced by dialects and accents across regions of Vietnam[Key concepts: regional variance, language exchange; Key processes: exploring, connecting] (ACLVIU155) |

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| Years 7–8 (F–10) |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 8, students initiate and maintain interactions in Vietnamese language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Vietnamese to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary sentence structures, and expressions to create texts. Students apply the conventions of spoken Vietnamese to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Vietnamese text, using metalanguage. They reflect on how the Vietnamese language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. | By the end of Year 8, students use spoken and written Vietnamese to initiate and sustain interactions with peers, teachers, family members and other known adults, and to engage in transactions and exchange ideas and experiences. They ask and respond to open-ended questions such as *Bạn nghĩ sao về vấn đề này? Tại sao bạn nghĩ như vậy?,* and offer and justify their own opinions. They make enquiries (for example, *Mẹ định tổ chức sinh nhật con như thế nào?)* and suggestions (for example*, Chúng mình tham gia biểu diễn văn nghệ trong trường đi!*), to solve problems, make decisions and organise events and services. They use verbs such as *nên, cần* and *phải* to give advice or express their attitudes on topics of discussion. They make comparisons and state preferences using *bằng, hơn* and *nhất*. They rephrase statements or provide examples to clarify meaning, and elaborate on or justify ideas. When interacting, they use appropriate Vietnamese pronunciation and intonation patterns in a range of sentence structures. Students locate, analyse and compare information on topics of shared interest from a variety of texts, and convey information and ideas using modes of presentation selected to suit their audience and purpose. They share their responses to different imaginative texts by expressing opinions about the ways characters and events are represented and by explaining themes, messages and the storyline. They create texts with imaginary places, events, people and experiences in a range of forms, using direct speech (for example, *Ba mẹ nói với tôi: ‘Con nên chăm học’*), and indirect speech (for example, *Ba mẹ bảo tôi nên chăm học*). They manipulate a range of structures to express their own perspectives on experiences, events and issues. They use a variety of sentence types (affirmative, negative, interrogative, imperative and exclamatory) to express attitudes, opinions or emotions. They translate texts from Vietnamese into English and vice versa, using simple strategies to overcome challenges, and compare their versions with others’. They produce multimodal bilingual resources for the school and the wider community, providing annotations and commentaries to assist meaning. They reflect on the importance of language and behaviour in intercultural communication and how being a speaker of Vietnamese contributes to their own sense of identity.Students analyse the use of punctuation and tone markers in different sentence types, including affirmative (for example, *Em ăn cơm*), negative (for example, *Em không ăn cơm*), interrogative (for example, *Em ăn cơm không?*), imperative (for example*, Ăn cơm đi!*) and exclamatory, for example, *Em ăn nhiều cơm quá!* They identify the meaning of Vietnamese homonyms (for example, hay may mean ‘usually’ or ‘interesting’) depending on the context. They analyse the structure and linguistic features of different types of texts and explain how these features are influenced by each text’s context, audience and purpose. They identify variations in language use between written and spoken texts and explain how language choices depend on the participants, relationships and purpose of the exchange. They identify the impact of social, cultural and intercultural influences on language, and use and explain Vietnamese words that have emerged through contact with other languages (for example, *cà rốt, cà phê, căn-tin*), and from globalisation and technological advances, such as *toàn cầu hóa, công nghệ thông tin, nhật ký điện tử, nói chuyện qua mạng*. They explain how cultural ideas and perspectives are embedded in language use and communication styles, for example, the importance of politeness and respect in Vietnamese language and culture. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Vietnamese |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Vietnamese |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others AC9LV8C01 | CombinedRefined  | Initiate and sustain interactions with peers and known adults on topics and issues related to social activities and personal interests[Key concepts: discussion, exchange, interaction; Key processes: expressing, sharing] (ACLVIC157)Interact in classroom activities and discussions through asking and responding to open-ended questions, and offering and justifying opinions[Key concepts: friendship, contribution; Key processes: responding, expressing, justifying, sharing] (ACLVIC159) |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events AC9LV8C02 | Refined  | Engage in collaborative tasks and transactions in real or simulated contexts that involve solving problems and making decisions[Key concepts: collaboration, transaction; Key processes: collaborating, planning, negotiating] (ACLVIC158) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9LV8C03 | CombinedRefined  | Locate, analyse and compare information relating to topics of shared interest or other learning areas from a range of print, visual, digital and online sources[Key concepts: representation, media, leisure; Key processes: analysing, comparing, connecting] (ACLVIC160)Convey information and ideas on different topics or events, describing and comparing views, experiences and aspects of culture, using different modes of presentation for particular audiences and contexts[Key concepts: representation, experience, audience, context; Key processes: conveying, describing, representing, comparing] (ACLVIC161)Respond to different types of imaginative texts by explaining themes, messages and plot, and commenting on characters and events[Key concepts: moral, representation, character, experience; Key processes: connecting, expressing, explaining, describing (ACLVIC162) |
| interpret and adjust non-verbal, spoken and written language to convey meaning in Vietnamese language in familiar and some unfamiliar cultural contexts AC9LV8C04 | New  |  |
|  | Removed  | Translate and interpret texts, compare own translation of a range of texts with others’, and explore differences and strategies to overcome challenges in translation[Key concepts: meaning, difference; Key processes: interpreting, explaining, considering the validity of different meanings] (ACLVIC163) |
| Removed  | Reflect on cultural differences between Vietnamese and English communicative styles, discussing how and why they modify language for different cultural perspectives[Key concepts: communication, cultural perspectives; Key processes: reflecting, discussing, connecting] (ACLVIC166) |
| Version 9.0 Sub-strand: Creating text in Vietnamese |
| Version 9.0 | Action taken | Version 8.4 |
| create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context AC9LV8C05 | Refined  | Create and present a range of texts, including multimodal and digital texts, involving imagined places, events, people and experiences, to entertain others[Key concepts: imagination, experience; Key processes: entertaining, creating] (ACLVIC163) |
|  | Removed  | Produce bilingual texts in multimodal and digital forms for the school and wider community, and provide subtitles, commentaries or glossaries of cultural terms in either language to assist meaning[Key concepts: language, culture, meaning; Key processes: selecting, connecting interculturally] (ACLVIC165) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| apply knowledge of conventions of spoken Vietnamese to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts AC9LV8U01 | Refined  | Apply Vietnamese pronunciation, spelling and intonation patterns in a range of sentences such as statements, questions and exclamations[Key concepts: sound systems, writing systems; Key process: applying] (ACLVIU168) |
| apply understanding of grammatical structures and expressions to compose and respond to texts AC9LV8U02 | CombinedRefined | Apply Vietnamese pronunciation, spelling and intonation patterns in a range of sentences such as statements, questions and exclamations[Key concepts: sound systems, writing systems; Key process: applying] (ACLVIU168)Understand and use elements of Vietnamese grammar to organise and elaborate on ideas and opinions, such as direct/indirect speech and verbs to express modality[Key concepts: grammatical knowledge, elaboration; Key processes: understanding, applying] (ACLVIU169) |
|  | Removed  | Expand understanding of how different types of texts are structured and employ particular language features to suit different audiences, contexts and purposes[Key concepts: text structure, language features; Key process: applying] (ACLVIU170) |
| Removed | Understand how language use differs between spoken and written texts, and depends on participants, relationships and the purpose and mode of delivery[Key concepts: language use, context; Key processes: understanding, explaining] (ACLVIU171) |
| Removed  | Explore the impact on language of social, cultural and intercultural influences such as globalisation and new technologies[Key concepts: globalisation, technology; Key processes: exploring, researching, explaining] (ACLVIU172) |
| reflect on similarities and differences between Vietnamese and English language structures and features, using metalanguage AC9LV8U03 | New  |  |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and valuesAC9LV8U04 | New  |  |
|  | Removed  | Reflect on how and why being a speaker of Vietnamese contributes to their sense of identity and is important to their Vietnamese cultural heritage[Key concepts: cultural heritage, identity; Key processes: reflecting, explaining (ACLVIC167) |
| Removed  | Analyse the ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures[Key concepts: perspectives, beliefs; Key processes: exploring, describing, comparing] (ACLVIU173) |

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| Years 9–10 (F–10) |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 10, students contribute to and extend interactions in Vietnamese language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language features to enhance meaning and cohesion. Students incorporate the features and conventions of spoken Vietnamese to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Vietnamese texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Vietnamese, to evaluate how this learning influences their ideas and ways of communicating. | 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, đùng*), and rhetorical questions, for example*, Chẳng lẽ mình là người Việt mà lại không biết nói tiếng Việt?* They adjust their own language use when addressing a different audience or in a different context, for example, shifting from an informal to a respectful tone, and from simple to sophisticated vocabulary or structures. They convert informal everyday speech (for example, ai cũng biết hết) into formal register (for example, *như quý vị đã biết*), as appropriate. Students use conjunctions, such as *trước tiên, sau cùng, ngoài ra, hơn nữa, do đó, càng … càng, vừa … vừa, chẳng những … mà còn, nếu…thì, tuy… nhưng, vì…cho nên*, to sequence and connect ideas in texts, and apply accurate spelling to enhance communication. They translate and interpret texts and create bilingual resources for Vietnamese and English-speaking audiences, explaining how cultural concepts, values and beliefs are embedded in language. They compare views on the relationship between cultural identity and communication, question cultural assumptions, and modify language and behaviours in intercultural interactions as appropriate.Students explain how pronunciation, intonation, pace and rhythm in spoken Vietnamese can express different emotions, for example, *Con thích cái áo mà mẹ tặng cho con hôm sinh nhật vừa rồi*, and signal clause boundaries and emphasis. They explain why Sino-Vietnamese words are used in formal contexts, for example, *hội phụ nữ* (not *hội đàn bà*) and *viện dưỡng lão* (not *nhà người già*). They analyse a range of personal, informative, reflective and persuasive texts and explain the relationship between context, purpose, audience, linguistic features and textual and cultural elements. They analyse how language use varies according to cultural contexts, relationships and purposes, explaining why they adjust their vocabulary and level of politeness and formality in intercultural interactions. They explain the impact of media, technology, globalisation, migration and popular culture on Vietnamese language use in both Australia and Vietnam. They explain the reciprocal nature of the relationship between language, culture and communication, identifying its impact on attitudes and beliefs. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Vietnamese |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Vietnamese |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others AC9LV10C01 | CombinedRefined  | Initiate, sustain and extend interactions with peers and adults, exploring own and peers’ perspectives on youth culture, future aspirations and social experiences[Key concepts: perspective, youth culture, issues; Key processes: discussing, justifying, commenting] (ACLVIC174)Extend classroom interactions by offering, elaborating on, justifying and eliciting opinions and ideas[Key concepts: exchange, discussion; Key processes: justifying, stating views, sharing opinions] (ACLVIC176) |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences AC9LV10C02 | Refined  | Participate in a range of collaborative activities that involve transactions and require negotiation and management of different opinions or behaviours[Key concepts: negotiation, perspective; Key processes: managing, engaging] (ACLVIC175) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9LV10C03 | Combined Refined | Locate, synthesise, interpret and evaluate information and opinions from different perspectives relating to social issues and other areas of interest to teenagers[Key concepts: perspective, interconnection, representation; Key processes: synthesising, evaluating, interpreting] (ACLVIC177)Convey information, ideas and viewpoints from different perspectives, selecting appropriate modes of presentation to achieve specific purposes for particular audiences in relevant contexts[Key concepts: perspective, representation, purpose; Key processes: connecting, presenting, persuading, evaluating] (ACLVIC178) |
|  | Removed  | Explore a range of traditional and contemporary forms of art, literature and entertainment, by analysing values, purposes and language techniques, and discussing issues and themes[Key concepts: imagination, morality, style; Key processes: exploring, relating, analysing] (ACLVIC179) |
| interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsAC9LV10C04 | New  |  |
|  | Removed  | Translate and interpret texts for different audiences and contexts, and explore how cultural concepts, values and beliefs are represented differently in Vietnamese and English[Key concepts: sensitivity, empathy; Key processes: analysing, interpreting] (ACLVIC181) |
|  | Removed  | Reflect on how meanings vary according to cultural assumptions that Vietnamese and English speakers bring to interactions, and take responsibility for contributing to mutual understanding[Key concepts: cultural assumptions, judgement; Key processes: reflecting, relating interculturally] (ACLVIC183) |
| Version 9.0 Sub-strand: Creating text in Vietnamese |
| create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiencesAC9LV10C05 | Refined  | Create a range of imaginative texts in different formats, including multimodal and digital formats, for a range of audiences, contexts and purposes[Key concepts: morality, emotion, journey; Key processes: experimenting, connecting, expressing] (ACLVIC180) |
|  | Removed  | Create bilingual texts in multimodal forms, including digital, that reflect aspects of culture and language for a variety of Vietnamese and Australian audiences[Key concepts: cultural literacy, interconnection; Key processes: judging adequacy, translating, interpreting] (ACLVIC182) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| apply features and conventions of spoken Vietnamese to extend fluency in responding to and creating texts in familiar and unfamiliar contexts AC9LV10U01 | Refined  | Understand the role of pronunciation, pauses, pace, intonation, fluency and appropriate writing conventions in effective communication and apply this knowledge to own interactions[Key concept: intonation, fluency, meaning; Key process: applying] (ACLVIU185) |
| apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas AC9LV10U02 | CombinedRefined  | Understand the role of pronunciation, pauses, pace, intonation, fluency and appropriate writing conventions in effective communication and apply this knowledge to own interactions[Key concept: intonation, fluency, meaning; Key process: applying] (ACLVIU185)Understand and use compound sentence structures, conjunctions, and a range of language features, such as similes or rhetorical questions, and combine them with knowledge of Sino-Vietnamese words and abstract vocabulary to enhance communication and achieve particular effects[Key concept: grammatical systems; Key processes: understanding, applying] (ACLVIU186) |
|  | Removed | Understand the relationship between purpose, audience, context, linguistic features, and textual and cultural elements associated with different types of personal, reflective, informative and persuasive texts[Key concept: textual conventions; Key processes: discussing, applying] (ACLVIU187) |
| Removed  | Analyse and explain how and why language use varies according to cultural contexts, relationships and purposes[Key concepts: register, variation based on audience, context and purpose; Key processes: analysing, explaining] (ACLVIU188) |
| Removed | Analyse the impact of media, technology, globalisation, migration and popular culture on Vietnamese language use in Vietnam and overseas[Key concepts: impact, consequence; Key processes: analysing, explaining, comparing] (ACLVIU189) |
| reflect on and evaluate Vietnamese texts, using metalanguage to analyse language structures and features AC9LV10U03 | New  |  |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| reflect on and evaluate how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating AC9LV10U04 | CombinedRefined  | Reflect on own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving[Key concepts: perception, identity, communication; Key processes: discussing, evaluating, reflecting] (ACLVIU184)Understand the reciprocal relationship between language, culture and communication and how this relationship impacts on attitudes and beliefs[Key concepts: language, culture, reciprocity; Key processes: reflecting, discussing, analysing] (ACLVIU190) |

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| Years 7–8 (Year 7 entry) |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 8, students use Vietnamese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Vietnamese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts. Students approximate tones, pronunciation and intonation in spoken Vietnamese. They demonstrate understanding that Vietnamese has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Vietnamese and English language structures and features, using metalanguage. They demonstrate awareness that the Vietnamese language is connected with culture and identity, and that this connection is reflected in their own language(s), culture(s) and identity. | By the end of Year 8, students use written and spoken Vietnamese to interact with peers and the teacher to exchange personal information (for example, *Em tên Nam. Em mười hai tuổi. Em sinh ở Úc*), describe feelings (for example, *Em vui/hạnh phúc*) and express preferences (for example, *Em thích chơi thể thao. Em thích ăn phở hơn hủ tíu*). When participating in collaborative activities and classroom routines, they use modelled language to complete transactions, to ask and respond to questions (for example, *Bạn học trường nào? Gia đình tôi có bốn người*), to follow instructions (for example, *Các em hãy chú ý/ chép bài này vào tập!*), to request support and permission (for example, *Xin cô vui lòng lặp lại/giải thích chữ này. Thưa thầy/cô, cho em đi vệ sinh*), and to make arrangements (for example, *Thứ Bảy này mình đi coi phim nha*). When interacting, they use the features of the sound system, including tones, to pronounce words and expressions, and form affirmative (for example*, Em ăn cơm*), negative (for example, *Em không ăn cơm*), interrogative (for example, *Em ăn cơm không?*) and imperative (for example, *Ăn cơm đi!*) sentences. Students locate specific information in a range of texts and present information and ideas related to personal, social and natural worlds in spoken, written and digital forms using modelled language structures. They share their responses to a range of imaginative texts by identifying and describing key elements and expressing opinions. They create or adapt familiar imaginative texts for a range of audiences, using common adverbs of sequence such as *trước hết, kế đến* and *sau cùng* to organise and link ideas. They use personal pronouns (for example, *tôi, bạn, em, con, anh, chị, cô, ông, bà*), nouns (for example, *bạn, học sinh, thầy giáo, cô giáo, cha mẹ, cái bàn, cây viết, con chó, trái cam*), adjectives (for example, *già, trẻ, lớn, nhỏ, tốt, hiền, thông minh, chăm chỉ*), verbs (for example, *ăn, uống, ngủ, nói, đọc, học, chạy, đi bộ*), adverbs (for example, *hay, giỏi, nhanh, chậm*) and conjunctions (for example, *và, hay, vì, nhưng*). They apply rules of the Vietnamese writing system to spell familiar words, including tone markers. They translate and interpret short texts, identifying words that are not easily translated, such as *cúng, bánh chưng/bánh tét*, and create bilingual texts to support their own learning and for the school community. They compare ways of communicating in Vietnamese and English and explain how their own biography influences their cultural identity and ways of communicating.Students identify the tones of spoken and written Vietnamese. They identify Vietnamese sound–letter relationships, the formation of consonants clusters (for example, *ch, nh, th, tr, ph*), diphthongs (for example, *ai, ao, au*), triphthongs (for example, *oai, ươi*), and vowel–consonant combinations such as *an, am, ac, at*. They compare the structural and language features of Vietnamese and English in personal, informative and imaginative texts, identifying audience and purpose. They describe how language use varies according to setting and context. Students provide examples of how the Vietnamese language has changed over time, identifying Vietnamese words that have emerged through contact with other languages, for example, *cà rốt, cà phê, căn-tin*. They identify cultural practices that are embedded in language use and communication styles, such as use of the terms *dạ/thưa* to express politeness and respect. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Vietnamese |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Vietnamese |
| interact with others using modelled language to exchange information in familiar contexts about self and personal worlds AC9LV8EC01 | Refined  | Socialise and interact with peers and the teacher to exchange information on topics relating to self, family, friends and interests, and to express opinions, likes and dislikes[Key concepts: family, friendship, home; Key processes: interacting, socialising, describing] (ACLVIC001)  |

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| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests AC9LV8EC02 | Refined  | Interact with peers in class routines and exchanges by asking and responding to questions, following instructions and requesting support, for example, by asking for repetition, rephrasing and explanation[Key concepts: routines, roles; Key processes: questioning, contributing, responding] (ACLVIC003) |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environmentAC9LV8EC03 | Refined  | Participate in guided and shared activities, such as role-plays, performances and presentations, that involve planning, deciding, making arrangements and completing transactions[Key concepts: task, performance, presentation; Key processes: planning, deciding, making arrangements] (ACLVIC002) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LV8EC04 | CombinedRefined  | Identify and use information such as topic, main ideas and specific points in a range of spoken, written, visual, digital and multimodal texts[Key concept: information; Key processes: obtaining, reading, listening, classifying] (ACLVIC004)Present information and ideas relating to personal, social and natural worlds in spoken, written, digital and multimodal forms using modelled language structures[Key concepts: self, community, environment; Key processes: composing, presenting, informing] (ACLVIC005)Engage with a range of imaginative texts, including multimodal and digital texts, such as cartoons, folk tales, picture books, comics, poems and songs, and identify and describe key elements such as theme, setting, characters and actions[Key concepts: imagination, theme, characters; Key processes: identifying, describing, responding] (ACLVIC006) |
| develop and begin to apply strategies to interpret, translate and convey meaning in Vietnamese in familiar contextsAC9LV8EC05 | New  |  |
|  | Removed  | Translate and interpret short texts from Vietnamese into English and vice versa, identifying aspects that are similar or different and words or phrases that translate easily or with difficulty[Key concepts: equivalence, representation; Key processes: translating, identifying] (ACLVIC008) |
| Version 9.0 Sub-strand: Creating text in Vietnamese |
| create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventionsAC9LV8EC06 | Refined  | Create texts, including multimodal and digital texts, or adapt familiar imaginative texts for a range of audiences, using modelled language structures and different modes of presentation to enhance effect[Key concepts: adaptation, mode, presentation; Key processes: re-creating, presenting, experimenting] (ACLVIC007) |
|  | Removed | Create a range of bilingual texts and resources such as captions, signs, posters, digital picture dictionaries or menus to assist language learning in the classroom and in the school community[Key concepts: meaning, equivalence; Key processes: creating, translating (ACLVIC009) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| recognise and use features of the Vietnamese sound system, including tones, rhythm, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts AC9LV8EU01 | Refined  | Recognise the features of the Vietnamese sound and writing system, including tones and tone markers, and explore Vietnamese pronunciation and spelling rules[Key concepts: sound and writing system, pronunciation; Key processes: recognising, comparing] (ACLVIU012) |
| develop knowledge of, and use structures and features of, the Vietnamese grammatical and writing systems to understand and create spoken, written and multimodal texts AC9LV8EU02 | CombinedRefined  | Recognise the features of the Vietnamese sound and writing system, including tones and tone markers, and explore Vietnamese pronunciation and spelling rules[Key concepts: sound and writing system, pronunciation; Key processes: recognising, comparing] (ACLVIU012)Develop knowledge of common grammatical elements and structures such as nouns, personal pronouns, adjectives, verbs, compound words, adverbs of frequency, conjunctions, statements, negations and questions, to describe events, actions and qualities of people and objects, and to express courtesy and opinions[Key concepts: nouns, adjectives, verb forms, word order; Key processes: understanding, applying] (ACLVIU013) |
|  | Removed  | Examine the structures and language features of a range of short familiar personal texts, including descriptive, informative and imaginative texts, and identify audience and purpose[Key concepts: text structure, audience, purpose; Key processes: recognising, comparing, analysing] (ACLVIU014) |
| Removed  | Recognise some of the common variations in Vietnamese language used in different settings and contexts, for example, at home, at school, at the market or in the bank[Key concepts: register, context; Key processes: recognising, comparing, analysing] (ACLVIU015) |
| Removed  | Recognise the dynamic nature of the Vietnamese language and how it has changed over time through interaction with other languages and cultures[Key concepts: dynamism, influence; Key processes: comparing, analysing] (ACLVIU016) |
| compare Vietnamese language structures and features with English, using familiar metalanguageAC9LV8EU03 | New  |  |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values AC9LV8EU04 | New  |  |
|  | Removed  | Compare personal responses and reactions during interactions in Vietnamese and English, noticing how interaction involves culture as well as language[Key concepts: intercultural communication, impact of culture; Key processes: comparing, reflecting] (ACLVIC010) |
| Removed  | Reflect on own biography, including family origins, traditions and beliefs, considering how it impacts on identity and shapes intercultural communication[Key concepts: bilingualism, biculturalism, significance; Key processes: reflecting, connecting] (ACLVIC011) |
| Removed  | Identify connections between cultural practices and language use in intercultural exchange, recognising how meaning may be culturally specific[Key concepts: interdependence, meaning; Key processes: reflecting, comparing, making connections] (ACLVIU017) |

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| Years 9–10 (Year 7 entry) |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 10, students initiate and sustain Vietnamese language to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Vietnamese or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Vietnamese to create texts. Students apply features and conventions of spoken Vietnamese to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Vietnamese, to discuss how this learning influences their ideas and ways of communicating. | 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. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Vietnamese |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Vietnamese |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, opinions and experiences about their own and others’ personal worlds AC9LV10EC01 | Refined  | Initiate and sustain face-to-face and online interactions with peers and adults to share personal opinions, and compare ideas and experiences on familiar topics such as friendship, leisure activities, teenage life and special events[Key concepts: experience, relationships; Key processes: interacting, expressing, sharing] (ACLVIC018) |
| use Vietnamese language in exchanges to question, offer opinions and compare and discuss ideas AC9LV10EC02 | Refined  | Contribute to shared learning experiences and structured discussions relating to the learning of Vietnamese language and culture, clarifying understanding, elaborating on opinions, and expressing agreement or disagreement[Key concepts: task, performance; Key processes: discussing, commenting, sharing] (ACLVIC020) |
| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peersAC9LV10EC03 | Refined  | Participate in planning and decision making for social and cultural events, negotiating options, explaining, justifying, solving problems and completing transactions[Key concepts: collaboration, decisions; Key processes: transacting, negotiating, explaining, justifying] (ACLVIC019) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LV10EC04 | CombinedRefined  | Compare, evaluate and use information and ideas from diverse print, visual, digital and online sources representing different perspectives related to common areas of interest and study[Key concepts: diverse perspectives, representation; Key processes: analysing, evaluating, comparing] (ACLVIC021)Convey information and opinions on a variety of selected topics using diverse modes of presentation to suit specific audiences and purposes, and applying conventions of text types[Key concepts: representation, audience, purpose; Key processes: informing, selecting] (ACLVIC022)Respond to a range of traditional and contemporary forms of art and entertainment, and imaginative and creative texts, including digital texts, describing and discussing themes, values, plot and representations of characters and events, and expressing preferences[Key concepts: morality, characterisation, themes; Key processes: responding, expressing preference, discussing] (ACLVIC023)  |
| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9LV10EC05 | New  |  |
|  | Removed  | Translate and interpret texts from Vietnamese into English and vice versa, compare different versions of translations, explore differences and identify strategies to overcome challenges in translation[Key concepts: culture, translation, interpretation; Key processes: analysing, considering, comparing] (ACLVIC025) |
| Version 9.0 Sub-strand: Creating text in Vietnamese |
| create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiencesAC9LV10EC06 | New  |  |
|  | Removed  | Create imaginative texts in multimodal and digital forms that draw on past experiences or future possibilities, for a range of purposes, such as self-expression or engagement, and for a range of audiences[Key concepts: journey, adventure, emotion; Key processes: imagining, sequencing, entertaining] (ACLVIC024) |
| Removed  | Produce bilingual resources in multimodal and digital forms for the school and local community, such as travel brochures, comics, blogs or video clips, considering the role of culture when transferring meaning from one language to another[Key concepts: bilingualism, culture, translation, interpretation; Key processes: comparing, explaining] (ACLVIC026) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| apply features of the Vietnamese sound system, including tones, pace, rhythm, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts AC9LV10EU01 | Refined  | Apply knowledge of sounds, tones and spelling to spoken and written Vietnamese, inferring the meaning of unfamiliar words encountered in a range of contexts, and explore intonation patterns and pauses in a range of sentences[Key concepts: inference, connections; Key processes: applying, inferring] (ACLVIU029) |
| select and use structures and features of the Vietnamese grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts AC9LV10EU02 | CombinedRefined  | Apply knowledge of sounds, tones and spelling to spoken and written Vietnamese, inferring the meaning of unfamiliar words encountered in a range of contexts, and explore intonation patterns and pauses in a range of sentences[Key concepts: inference, connections; Key processes: applying, inferring] (ACLVIU029)Expand grammatical and vocabulary knowledge to communicate, link and extend ideas, for example, using cohesive devices such as conjunctions, verbs to express modality, direct/indirect speech, abstract vocabulary and common Vietnamese idioms[Key concept: grammatical systems; Key processes: experimenting, applying] (ACLVIU030) |
|  | Removed  | Analyse the relationship between context, purpose and audience, language features and cultural elements associated with different types of texts in actual or online contexts[Key concepts: register, text organisation, purpose, audience, culture; Key processes: analysing, explaining, applying] (ACLVIU031) |
| reflect on and evaluate Vietnamese texts, using metalanguage to discuss language structures and featuresAC9LV10EU03 | New  |  |
|  | Removed  | Identify and analyse linguistic features of Vietnamese that vary according to purpose and relationships[Key concepts: variation, style, register; Key processes: analysing, comparing, explaining] (ACLVIU032) |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating AC9LV10EU04 | New  |  |
|  | Removed  | Reflect on own ways of communicating in Vietnamese and English, recognising that intercultural communication involves shared responsibility for meaning-making[Key concepts: intercultural awareness, values; Key processes: reflecting, adjusting] (ACLVIC027) |
| Removed  | Reflect on own sense of identity as a Vietnamese and English speaker, and discuss ways in which identity is expressed in intercultural communication[Key concepts: identity, culture, intercultural interaction; Key processes: recognising, explaining, evaluating] (ACLVIC028) |
| Removed  | Understand how the Vietnamese language has evolved and how it continues to change over time and from place to place due to processes such as globalisation and migration, and the influence of technology and popular culture[Key concepts: impact, power, globalisation; Key processes: analysing, evaluating] (ACLVIU033) |
| Removed  | Explore how language and culture are interrelated and how they shape and are shaped by each other[Key concept: interrelationship; Key processes: exploring, critical thinking, evaluating] (ACLVIU035) |