Unpacking the Victorian Curriculum F–10 Languages curriculum

Levels 7–10 in the 7–10 sequence

Theme: Leisure and sport

Overview

This resource contains ideas to help teachers unpack content descriptions and achievement standards from Levels 7–10 in the 7–10 sequence of the Victorian Curriculum F–10 Languages curriculum, using the theme of Leisure and Sport as an example.

Each table in this resource shows how selected sections of the relevant achievement standard can be aligned to selected content descriptions and selected sub-strands from each strand of a Victorian Curriculum F–10 Language curriculum, and then matched to teaching and learning activities related to a selected theme. In this resource, the example Language curriculum is Chinese: Second Language Learner and the theme is Leisure and Sport.

Teachers of any Language can adapt this example and develop a unit of work tailored to leisure and sporting activities that are specific to their chosen language and culture. They can identify the content descriptions that are relevant to exploring this theme in a Language lesson and develop appropriate activities for a teaching and learning program. This resource assumes students already have knowledge of concepts in Chinese such as daily routines, days of the week and time. The activities build on that knowledge and can be adapted to include themes such as specific hobbies, club activities, co-curricular activities or cultural events.

This resource shows how a single theme can be developed to support learning at different levels across Levels 7–10 in the 7–10 sequence. There is a separate table for each band of levels – one for Levels 7 and 8 and one for Levels 9 and 10.

Content descriptions that are well suited to the selected theme have been identified from each of the strands and sub-strands, and examples of activities and resources that cover these content descriptions have been provided. Throughout the resource, each content description is hyperlinked to its elaborations in the Languages, Chinese pages on the Victorian Curriculum F–10 website. Elaborations are non-mandated suggestions for activities related to each content description; reviewing these elaborations may assist in further unpacking elements of the content description and may provide further ideas for this or other themes.

This resource highlights just one way in which teachers may choose to plan activities or units of work that are aligned with the Victorian Curriculum F–10 Languages curriculum, and the activities in this resource are just examples. Teachers can use this resource to assist them in adapting other combinations of content descriptions to develop their own units of work focused on this and other themes. For more information about the Languages curriculum, including rationale, aims and key terminology, plus information about adapting this example to other Languages, next steps and resources, see the [final pages in this resource](#LanguagesVicCurr).

The VCAA F–10 Unit has produced two short videos to help teachers unpack the Victorian Curriculum F–10 Languages: [Introducing the Victorian Curriculum: Languages F–6](https://www.vcaa.vic.edu.au/news-and-events/professional-learning/F-10-program/Pages/IntroducingtheVictorianCurriculumF-10.aspx) and [Introducing the Victorian Curriculum: Languages 7–10](https://www.vcaa.vic.edu.au/news-and-events/professional-learning/F-10-program/Pages/IntroducingtheVictorianCurriculumF-10.aspx). The VCAA recommends that teachers watch these videos prior to starting the planning process for any unit of work.

Leisure and sport

Levels 7 and 8 in the 7–10 sequence

Students explore culture and practices associated with the language they are studying. In this example, Chinese is used to explore the cultural practices and language associated with leisure and sport in Chinese-speaking communities.

At Levels 7 and 8, students develop oral language through active listening, observing interactions between speakers, and using the spoken language for a range of purposes. They develop the ability to share ideas about language and culture systems and develop skills in moving between languages and cultures.

**Note:** The example activities below are based on selected content descriptions, sub-strands, strands and sections of the achievement standard; they do not cover the full Languages curriculum for Levels 7 and 8. Teachers can adapt these ideas to develop teaching and learning activities that help students explore leisure and sport in other cultures, using other Victorian Curriculum F–10 Languages, and they can also use this resource to assist them in adapting other combinations of content descriptions to develop their own units of work. Also, these example activities are only some of many possible activities; this list is not exhaustive.

| **Selected extracts from the achievement standard** | **Selected strands and sub-strands** | **Selected content descriptions** | **Example activities** | **Example resources** |
| --- | --- | --- | --- | --- |
| By the end of Level 8, students use spoken and written Chinese to interact in a range of familiar contexts … They use known phrases to exchange personal information …, seek clarification … and transact and make arrangements … They use the question particle 吗 and familiar question words (什么，谁，哪儿，几) … They employ learnt vocabulary to express personal insights and compare experiences on topics of personal interest and significance. They connect ideas using basic cohesive devices (for example, 和，可是，所以), express opinions using 喜欢 and 觉得In writing, students organise their ideas using time expressions and phrases which mark sequence … They respond to and create simple informative and imaginative texts for known audiences and purposes. They use a range of verbs … and a range of action verbs to describe interests and events … They access and organise information from a range of spoken, audiovisual and printed texts … They reflect on their interactions when using and learning languages.  … They explain the word order of Chinese sentences and the layout and construction of simple familiar Chinese texts in comparison to their English equivalents … They are aware that literal translation between languages is not always possible, and that aspects of interpretation and translation are affected by context, culture, and intercultural experience. | Communicating – Socialising | Correspond and collaborate with peers, relating aspects of their daily experiences and arranging sporting and leisure activities [(VCZHC082)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC082) | One activity can address multiple aspects of the achievement standard. Likewise, one activity can often address a combination of content descriptions across different strands and sub-strands. Multiple options have been provided here, to cater for a range of different abilities and allow for differentiation in the classroom.  Students could   * correspond with students in a sister school, using a shared blog, to exchange personal information, including favourite sporting and leisure activities, for example, by uploading a profile or responding to comments or posts * share correspondence with students in a sister school (in the form of emails, letters or postcards) to answer questions, address requests, clarify meaning and seek further information about the kinds of board games enjoyed by young people in Chinese-speaking communities * prepare a short role-play with peers, negotiating plans and making arrangements to attend a sporting or leisure activity at a specific time and place, using interrogatives * use digital media to produce a bilingual publicity flyer encouraging parents to attend an upcoming sporting event to be held at the school, for example, a soccer or badminton tournament * listen to a short radio interview with a well-known Chinese-speaking sportsperson describing their daily or weekly routine, and identify the gist, specific information or key words by focusing on familiar, predictable items in a flow of words * watch a series of short videos depicting students discussing and comparing a range of leisure activities; identify features of voice, gesture and word choice; and recognise the emotion and degree of enthusiasm or dislike expressed * prepare short presentations with visual supports, such as slides, images, a photo story or a timeline with pictures using data collected from various sources, including texts in English about popular sporting and leisure activities enjoyed by young people in Chinese-speaking communities * create digital stories by producing labels for pictures, photos and cartoons in combination with sound, voice and music, to convey a sequence of events in imagined leisure and sport contexts * read short texts such as comics and cartoons that depict information and ideas about sporting or leisure experiences, and match a series of labels and speech bubbles to the sportspeople or characters to convey ideas and emotions * interpret key ideas from Chinese to English; for example, choose a phrase commonly used at Chinese sporting events – such as 加油 (‘come on!’) – and discuss the context of the phrase’s usage and what the English equivalent would be * consider how aspects of life in Australia that are culturally determined or reflect culture-specific behaviours may be rendered in Chinese, and consider the influence and popularity of Chinese activities in Australia, such as Tai Chi and martial arts * scan simple texts, such as a personal profile for a specific sportsperson, or an email or a blog post about an event or an activity, and analyse the variety of verb types found in Chinese (for example, adjectival verbs, modal verbs and the placement and use of adverbs), applying a set of colours to classify and group the grammatical features * read simple texts that provide information about a range of sport and leisure activities, such as a calendar, sporting fixture, timetable, schedule or advertisement, and identify the placement of time and place phrases and the use of conjunctions. * explain the concept of ‘tense’ across languages, for example, asking: What tense is used in English to share ideas about a future sporting event or leisure activity? Can you exemplify how future tense is used in English? How is future tense expressed in Chinese? | **Stimulus texts:**   * Simple spoken texts, such as radio interviews and/or conversations * Short written texts, such as personal profiles, blog posts, emails, letters, postcards, a publicity flyer, timetables, schedules, sporting fixtures and/or advertisements * Visual texts, such as a calendar, footy cards, cartoons, comics, videos, slides, images, a photo story and/or a timeline with pictures   **Other useful resources:**   * Chinese board games |
| Communicating – Informing | Locate and share with known audiences factual information about people, places and events from a range of oral texts [(VCZHC083)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC083) |
| Communicating – Creating | Respond to simple narratives and create short texts about imagined characters and events [(VCZHC086)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC086) |
| Communicating – Translating | Interpret common colloquial phrases and culturally specific practices from Chinese contexts into Australian contexts and vice versa, identifying contextual restraints and considering alternatives [(VCZHC088)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC088) |
| Understanding – Systems of language | Identify and use the characteristics of Chinese word order and explain the use of Chinese-specific grammatical features [(VCZHU092)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU092) |

Leisure and sport

Levels 9 and 10 in the 7–10 sequence

Students explore culture and practices associated with the language they are studying. In this example, Chinese is used to explore cultural practices and language associated with leisure and sport in Chinese-speaking communities.

At Levels 9 and 10, students exchange information and ideas and share their experiences with other speakers of Chinese. They reflect on their understanding of and responses to their experiences when communicating across cultures.

**Note:** The example activities below are based on selected content descriptions, sub-strands, strands and sections of the achievement standard; they do not cover the full Languages curriculum for Levels 9 and 10. Teachers can adapt these ideas to develop teaching and learning activities that help students explore leisure and sport in other cultures, using other Victorian Curriculum F–10 Languages, and they can also use this resource to assist them in adapting other combinations of content descriptions to develop their own units of work. Also, these example activities are only some of many possible activities; this list is not exhaustive.

| **Selected extracts from the achievement standard** | **Selected strands and sub-strands** | **Selected content descriptions** | **Example activities** | **Example resources** |
| --- | --- | --- | --- | --- |
| By the end of Level 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 … 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 … 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 verbs to express modality … or intention …  … They analyse grammatical rules, use language appropriate to the form of communication … Students recognise the key features of grammar and sentence structure that are distinctive to Chinese … 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 … | Communicating – Socialising | Interact and socialise with known and unknown participants in familiar contexts to plan and arrange events, and exchange feelings, opinions and preferences [(VCZHC097)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC097) | One activity can address multiple aspects of the achievement standard. Likewise, one activity can often address a combination of content descriptions across different strands and sub-strands. Multiple options have been provided here, to cater for a range of different abilities and allow for differentiation in the classroom.  Students could:   * conduct short role-plays with peers to seek information and share personal opinions, preferences and experiences of sporting events or leisure activities, such as listening to music and watching TV programs, by asking questions and clarifying meaning * initiate sporting events or leisure activities among peers, arranging a time and location at the school for the activity to take place, and creating a poster or flyer to encourage others to join in * listen and view a range of spoken and multimodal texts (for example, radio interviews, news reports and documentaries about leisure or sporting events) and obtain the gist by focusing on familiar, anticipated items in a flow of words, such as names of people and places, time and date, attitude and opinions * listen to a range of spoken texts (for example, video clips and podcast interviews) and document or summarise specific customs and cultural aspects of sporting and leisure activities enjoyed by young people in Chinese-speaking communities, forming a balanced view to share with others * stage a ‘celebrity head’–style interview (in the form of a role-play, animation or a puppet show) with a real or fictitious famous sportsperson or Olympian, describing their personal information, and then record key pieces of information to be conveyed in a specific form, such as a player profile or a player card (based on the idea of footy cards) * produce a multimodal booklet about a Chinese sport and an Australian sport, to deliver information about aspects of sporting and leisure activities in Chinese-speaking communities and in Australia, and express opinions and perspectives, using data and examples to support ideas * compose a creative account of an imagined experience with Chinese visitors to a local sporting match, for example, hosting a Chinese student or taking a tour group to a local event * develop a simple imaginative dialogue or skit in pairs, interviewing a famous mascot or character associated with a particular event or sporting code * create an advertisement and translate information about leisure activities in Australia for Chinese readers overseas, considering the audience’s cultural experiences in order to determine what concepts they would find difficult to understand, exploring ways to elaborate on ideas to ensure clarity of meaning, and focusing on nuances of word formation and context * prepare a voice-over text for a video presentation about a favourite Australian sportsperson or Olympian for a Chinese audience, discussing possible interpretations of the text from the viewers’ perspective and adjusting anything that is unclear before voice recording * analyse short written and spoken texts about personal experiences, opinions and preferences for particular activities, and compare ways in which tense is expressed (for example, for completion of an activity, the achievement of a desired result, or intention), as well as a range of verb structures (for example, negative past and action in progress) * read and respond to written texts such as diary entries, emails, accounts or stories and explore the use of diverse time expressions, as well as ways of sequencing and connecting ideas through the use of conjunctions. | **Stimulus texts:**   * Short spoken texts, such as conversations, role-plays, radio interviews, news reports and/or documentaries * Short written texts, such as a personal profile, diary entries, emails, accounts and/or stories * Visual texts, such as footy cards, posters, flyers, video clips, podcast interviews, animations, puppet shows, advertisements and/or video presentations   **Other useful resources:**   * Chinese board games |
| Communicating – Informing | Locate and compare perspectives on people, places and lifestyles in different communities, from a range of spoken information texts, and convey this information to others [(VCZHC099)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC099) |
| Communicating – Creating | Respond to and create or adapt simple narratives that describe experiences and characters from folk tales or popular fiction [(VCZHC102)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC102) |
| Communicating – Translating | Mediate descriptions of Chinese and Australian life, identifying what experiences and ideas are not readily translated between cultures [(VCZHC104)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC104) |
| Understanding – Systems of language | Analyse functions of grammatical rules and use language appropriate to different forms of oral and written communication [(VCZHU108)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU108) |

Languages in the Victorian Curriculum F–10

[Victorian Curriculum F–10 Languages](https://victoriancurriculum.vcaa.vic.edu.au/languages/introduction/about-the-languages) takes account of different entry points into language learning across F–10, which reflects current practice in language teaching.

There are two possible learning sequences:

* **F–10 sequence** for students who begin to learn the language in primary school and continue to Year 10
* **7–10 sequence** for students who begin to learn the language in Year 7.

This resource uses Chinese: Second Language Learner as an example. The curriculum for this Language can be accessed in the [Languages, Chinese](https://victoriancurriculum.vcaa.vic.edu.au/languages/chinese/second-language-learner/curriculum/f-10) section of the Victorian Curriculum F–10 website. Curriculum for all other Languages can be accessed via the [Languages](https://victoriancurriculum.vcaa.vic.edu.au/languages/introduction/about-the-languages) webpage.

Rationale

Learning languages in addition to English extends students’ literacy repertoires and their capacity to communicate. It strengthens students’ understanding of the nature of language, culture and the processes of communication. Learning languages broadens students’ horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world.

The full [rationale for Chinese](https://victoriancurriculum.vcaa.vic.edu.au/languages/chinese/introduction/rationale-and-aims) can be accessed on the Victorian Curriculum F–10 website*.*

Aims

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

* communicate in the language they are learning
* understand the relationship between language, culture and learning
* develop intercultural capabilities
* understand themselves as communicators.

Key terminology

* [Victorian Curriculum F–10 Languages](https://victoriancurriculum.vcaa.vic.edu.au/languages/introduction/about-the-languages) comprise strands, sub-strands, content descriptions and achievement standards. The content descriptions are organised through two interrelated strands: Communicating and Understanding. Each strand contains several interrelated sub-strands, which are intended to be taught in combination with each other. This is done by selecting combinations of the content descriptions associated with each sub-strand to suit the intended teaching and learning program. The sub-strands for Communicating are Socialising, Informing, Creating, Translating and Reflecting. The sub-strands for Understanding are Systems of language, Language variation and change, and The role of language and culture.
* Elaborations for each content description in each Victorian Curriculum F–10 Language are also provided on the Victorian Curriculum F–10 website. Elaborations are examples of teaching and learning activities through which the curriculum could be implemented. They are not mandated: they are suggestions to assist teachers with their planning. Teachers may create their own activities from the content descriptions without referencing the elaborations if they wish. The elaborations can be accessed by clicking on the hyperlinked code next to each content description in the online curriculum.
* An achievement standard for each band of levels in each Victorian Curriculum F–10 Language is also provided on the Victorian Curriculum F–10 website. Each band represents two years of teaching and learning, with the exception of the Foundation to Level 2 band, which covers three years. The band descriptions are found at the top of each band in the online curriculum.

Adapting this example for other Languages

* There are many ways in which this example can be adapted to other Victorian Curriculum F–10 Languages. Teachers can identify leisure and sport activities that are specific to the culture and context in which the language is spoken, and then identify the equivalent content descriptions in their chosen Language curriculum. For example, the first content description in each sub-strand has similarities across all Languages. They are not always a perfect match, however, so teachers will need to be mindful of this when adapting this example to their chosen Language curriculum.
* Alternatively, teachers may select other combinations of content descriptions to provide a different focus that is better suited to their classroom. For example, opting to change the focus of this theme to content descriptions from the sub-strand Reflecting would lead to the selection of a different set of activities through which to learn about leisure and sport.

Next steps and resources

* Planning a teaching and learning program for a unit of work includes planning for assessment and articulating progression within and between bands in the Victorian Curriculum F–10 Languages. To assist teachers to describe what student learning progress is expected to look like when they are only part-way through teaching a band of levels, the VCAA has developed indicative progress templates with Language-specific achievement standards. Teachers can use these templates in conjunction with this resource. They can be downloaded from the assessment page for each Language on the [VCAA website](https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/languages/Pages/default.aspx).
* Teachers may wish to download the relevant [Scope and Sequence chart](https://victoriancurriculum.vcaa.vic.edu.au/languages/chinese/introduction/scope-and-sequence) for a printable overview of all the content descriptions. However, the scope and sequence charts do not include the elaborations, nor do they show the content description code, so these charts are best used in conjunction with the online curriculum.
* Additional resources that teachers may find helpful in conjunction with this document include the [VCAA Curriculum mapping templates](https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/languages/moderngreek/planningresources/Pages/Curriculum-mapping-templates.aspx) for each Language.
* Links to all the resources mentioned above can also be found on the [Planning Resources](https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/languages/moderngreek/planningresources/Pages/default.aspx) page for the relevant Language, in the [Curriculum Area Resources, Languages](https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/languages/Pages/default.aspx) section of the VCAA website. We recommend teachers familiarise themselves with the relevant resources pages for their Language.
* The Department of Education’s [FUSE](https://fuse.education.vic.gov.au/VC/Primary?languages) website also contains a wealth of useful Languages resources.
* For resources that help unpack other levels in the Victorian Curriculum F–10 Languages, see the teaching resources page for each Language on the [VCAA website](https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/languages/Pages/default.aspx).