**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessment Tasks’ table.   
For detailed notes regarding the purpose of this template and further instructions for completion, refer [here](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx)

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|  | **Strand** | **Communicating** | | | | | | | | | | | | | | | | | | | | | |
|  | **Sub-strand** | **Socialising** | | | | | | **Informing** | | | | **Creating** | | | | **Translating** | | | | **Reflecting** | | | |
|  | **Content Description** | Initiate and sustain interactions with peers and known adults on topics and issues related to social activities and personal interests  [(VCVIC157)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC157) | | Engage in collaborative tasks and transactions in real or simulated contexts that involve solving problems and making decisions  [(VCVIC158)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC158) | | Interact in classroom activities and discussions through asking and responding to open-ended questions, and offering and justifying opinions  [(VCVIC159)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC159) | | 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  [(VCVIC160)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC160) | | 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  [(VCVIC161)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC161) | | Respond to different types of imaginative texts by explaining themes, messages and plot, and commenting on characters and events  [(VCVIC162)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC162) | | Create and present a range of texts, including multimodal and digital texts, involving imagined places, events, people and experiences, to entertain others  [(VCVIC163)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC163) | | Translate and interpret texts, compare own translation of a range of texts with others’, and explore differences and strategies to overcome challenges in translation  [(VCVIC164)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC164) | | 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  [(VCVIC165)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC165) | | Reflect on cultural differences between Vietnamese and English communicative styles, discussing how and why they modify language for different cultural perspectives  [(VCVIC166)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC166) | | Reflect on how and why being a learner of Vietnamese contributes to their sense of identity  [(VCVIC167)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIC167) | |
| **Unit** | **Semester/Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
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|  | **Strand** | **Understanding** | | | | | | | | | | | |
|  | **Sub-strand** | **Systems of language** | | | | | | **Language variation and change** | | | | **Role of language and culture** | |
|  | **Content Description** | Apply Vietnamese pronunciation, spelling and intonation patterns in a range of sentences such as statements, questions and exclamations  [(VCVIU168)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIU168) | | 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  [(VCVIU169)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIU169) | | Expand understanding of how different types of texts are structured and employ particular language features to suit different audiences, contexts and purposes  [(VCVIU170)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIU170) | | Understand how language use differs between spoken and written texts, and depends on participants, relationships and the purpose and mode of delivery  [(VCVIU171)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIU171) | | Explore the impact on language of social, cultural and intercultural influences such as globalisation and new technologies  [(VCVIU172)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIU172) | | 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  [(VCVIU173)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCVIU173) | |
| **Unit** | **Semester/Year** | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # | CD | Achievement standard # |
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*See next page for Achievement Standards and Assessments section*

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| **Levels 5 and 6 Achievement Standard** | **Levels 7 and 8 Achievement Standard**  Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 9 and 10 Achievement Standard** |
| By the end of Level 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. | By the end of Level 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. (1) * 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. (2) * 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. (3) * They use verbs such as nên, cần and phải to give advice or express their attitudes on topics of discussion. (4) * They make comparisons and state preferences using bằng, hơn and nhất. (5) * They rephrase statements or provide examples to clarify meaning, and elaborate on or justify ideas. (6) * When interacting, they use appropriate Vietnamese pronunciation and intonation patterns in a range of sentence structures. (7) * 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. (8) * 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. (9) * 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). (10) * They manipulate a range of structures to express their own perspectives on experiences, events and issues. (11) * They use a variety of sentence types (affirmative, negative, interrogative, imperative and exclamatory) to express attitudes, opinions or emotions. (12) * They translate texts from Vietnamese into English and vice versa, using simple strategies to overcome challenges, and compare their versions with others’. (13) * They produce multimodal bilingual resources for the school and the wider community, providing annotations and commentaries to assist meaning. (14) * They reflect on the importance of language and behaviour in intercultural communication and how being a learner of Vietnamese contributes to their own sense of identity. (15) * 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! (16) * They identify the meaning of Vietnamese homonyms (for example, hay may mean ‘usually’ or ‘interesting’) depending on the context. (17) * 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. (18) * 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. (19) * 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. (20) * 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. (21) | By the end of Level 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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| **Assessments** | | |  |  | | |
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