

Levels 7 and 8

Levels 9 and 10

Communicating	
Socialising	
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	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
Participate in guided and shared activities, such as role-plays, performances and presentations, that involve planning, deciding, making arrangements and completing transactions	Participate in planning and decision making for social and cultural events, negotiating options, explaining, justifying, solving problems and completing transactions
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	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
Informing	
Identify and use information such as topic, main ideas and specific points in a range of spoken, written, visual, digital and multimodal texts	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
Present information and ideas relating to personal, social and natural worlds in spoken, written, digital and multimodal forms using modelled language structures	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
Creating	
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	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
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	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
Translating	
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	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
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	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
Reflecting	
Compare personal responses and reactions during interactions in Vietnamese and English, noticing how interaction involves culture as well as language	Reflect on own ways of communicating in Vietnamese and English, recognising that intercultural communication involves shared responsibility for meaning-making
Reflect on own biography, including family origins, traditions and beliefs, considering how it impacts on identity and shapes intercultural communication	Reflect on own sense of identity and discuss ways in which identity is expressed in intercultural communication
Understanding	
Systems of language	
Recognise the features of the Vietnamese sound and writing system, including tones and tone markers, and explore Vietnamese pronunciation and spelling rules	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
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	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
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	Analyse the relationship between context, purpose and audience, language features and cultural elements associated with different types of texts in actual or online contexts
Language variation and change	
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	Identify and analyse linguistic features of Vietnamese that vary according to purpose and relationships
Recognise the dynamic nature of the Vietnamese language and how it has changed over time through interaction with other languages and cultures	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
Role of language and culture	
Identify connections between cultural practices and language use in intercultural exchange, recognising how meaning may be culturally specific	Explore how language and culture are interrelated and how they shape and are shaped by each other
Achievement Standard	
By the end of Level 8, students use written and spoken Vietnamese to interact with peers and the teacher to exchange personal information (for example, <i>Em tên Nam. Em mươi hai tuổi. Em sinh ở Úc</i>), describe feelings (for example, <i>Em vui/hạnh phúc</i>) and express preferences (for example, <i>Em thích chơi thể thao. Em thích ăn phở hơn hủ tiếu</i>). When participating in collaborative activities and classroom routines, they use modelled language to complete transactions, to ask and respond to questions (for example, <i>Bạn học trường nào? Gia đình tôi có bốn người</i>), to follow instructions (for example, <i>Các em hãy chú ý/ chép bài này vào tập!</i>), to request support and permission (for example, <i>Xin cô vui lòng lặp lại/giải thích chữ này. Thưa thầy/cô, cho em đi vệ sinh</i>), and to make arrangements (for example, <i>Thứ Bay này mình đi coi phim nha</i>). When interacting, they use the features of the sound system, including tones, to pronounce words and expressions, and form affirmative (for example, <i>Em ăn cơm</i>), negative (for example, <i>Em không ăn cơm</i>), interrogative (for example, <i>Em ăn cơm không?</i>) and imperative (for example, <i>Ăn cơm đi!</i>) 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 <i>trước hết, kể đến và sau cùng</i> to organise and link ideas. They use personal pronouns (for example, <i>tôi, bạn, em, con, anh, chị, cô, ông, bà</i>), nouns (for example, <i>bạn, học sinh, thầy giáo, cô giáo, cha mẹ, cái bàn, cây viết, con chó, trái cam</i>), adjectives (for example, <i>già, trẻ, lớn, nhỏ, tốt, hiền, thông minh, chăm chỉ</i>), verbs (for example, <i>ăn, uống, ngủ, nói, đọc, học, chạy, đi bộ</i>), adverbs (for example, <i>hay, giỏi, nhanh, chậm</i>) and conjunctions (for example, <i>và, hay, vì, nhưng</i>). 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 <i>cùng, bánh chưng/bánh tết</i> , 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.	By the end of Level 10, students use written and spoken Vietnamese to initiate and sustain interactions with teachers, peers and adults in familiar contexts, for example, <i>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</i> . They use modelled and spontaneous language to engage in discussions, seek clarification, offer opinions, compare experiences related to familiar topics (for example, <i>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</i>), and express agreement or disagreement (for example, <i>Bạn nói đúng lắm/Tôi cũng nghĩ vậy. Xin lỗi, tôi không nghĩ vậy/tôi có ý kiến khác với bạn</i>). 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, <i>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</i> . 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, <i>nên, cần, phải</i>), direct speech (for example, <i>Ba mẹ nói với tôi: 'Con nên châm học'</i>) and indirect speech (for example, <i>Ba mẹ bảo tôi nên châm học</i>), 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 identify the tones of spoken and written Vietnamese. They identify Vietnamese sound–letter relationships, the formation of consonants clusters (for example, <i>ch, nh, th, tr, ph</i>), diphthongs (for example, <i>ai, ao, au</i>), triphthongs (for example, <i>oai, uôi</i>), and vowel–consonant combinations such as <i>an, am, ac, at</i> . 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, <i>cà rốt, cà phê, cǎn-tin</i> . They identify cultural practices that are embedded in language use and communication styles, such as use of the terms <i>đa/thưa</i> to express politeness and respect.	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 <i>toàn cầu hóa, di dân, định cư, hội nhập, nhạc trẻ, công nghệ thông tin, nhật ký điện tử, nói chuyện qua mạng</i> . They explain ways in which language and culture are interrelated and influence each other.