Rationale
Through learning languages, students acquire:
- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:
- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding and respect for diversity and difference, and an openness to different experiences and perspectives
- development of understanding of culture shapes worlds and extends learners' understanding of themselves, their own heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community’s social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and respect for diversity, and to developing a sense of belonging, the environment and people. The ongoing and necessary redocumentation and revitalisation of these languages also contribute to reconciliation.

Aims
The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:
- communicate for the purpose of interaction
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

Key Ideas
Language and culture
The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use between intercultural dimensions of learning experiences. It is not a ‘plus one’ relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages ‘work’, how they relate to each other and how languages and culture shape experience; that is, the experience of language using language and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Structure
Learner background and time-on-task are two major variables that influence language learning and which provide the basis for the structure of the Australian Curriculum: Languages.

Pathways
In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of languages being taught within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years 1–10, catering for the dominant cohort of learners for that language in the current Australian Curriculum: Second Language. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:
- band 1
- band 2
- revival learner language pathway

Sequences of learning
The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:
- Foundation-Year 10 sequence
- Years 7-10 (Year 7 Entry) sequence

Content structure
The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:
- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

The strands reflect important dimensions of language use:
1) communication
2) analysis of aspects of language and culture
3) reflection that involves
   - reflection on the experience of communicating
   - reflection on comparative dimensions of the languages available in students’ repertoires (for example, the first language in relation to second language and self in relation to others).

Year 7 and 8 Achievement Standard
By the end of Year 7, 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: ‘Ban thấy người nào ở đâu?’, ‘Tại sao ban nhìn ấm ấm?’, and offer and justify their own opinions. They make enquiries (for example, ‘Một số động từ có nguồn nào?’ and suggestions (for example, Chu miệng tia giọt đầu tiên vào những trời đứt), and special speech for example, Ba me đôi với tôi: ‘Con nên chăm sóc họ’, and indirect speech (for example, Ba mẹ bảo tôi nên chăm sóc họ). They manipulate a range of structures to express their own experiences on events, issues and events. They use a variety of sentence types (affirmative, negative, interrogative, imperative and exclamatory) to express attitudes, opinions or comments. 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, Ān 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 ‘interestingly’ 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, ca-rì, ca pè, cød-in), and from globalisation and technological advances, such as toan chu hòe, cỏng nghì-thông, làm đi dứt như, não chuyen qua ma. 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.
The focus of learning shifts from the world of learners' own experience and imagination to the wider world. Learners make cross-curricular connections and explore intercultural perspectives and experiences relating to teenage life and interests. They increasingly access information from local sources and the internet to explore topical themes and issues such as friends and family, home and school, discipline and freedom, study and relaxation, appearance and personality, food and health, and the natural and built environments. They read a range of Vietnamese texts, such as diary entries, emails, letters, travel brochures, print or online reports and articles, to collate and use information about aspects of culture, both in Vietnam and in Vietnamese-speaking communities in the Australian context. Vietnamese folk tales, common idioms, proverbs and folk songs (ca dao), such as Tấm Cám, Sơn Tinh Thủy Tinh, mở kim dân biến; Ăn trái nhớ kẻ trồng cây; Cả không át mực cá ương. Các câu nói tiếng Việt chứa nhiều, từ trẻ em đến người lớn, đều được sử dụng trong giao tiếp hàng ngày.

Sources of information and ideas on different topics or events, describing and comparing connecting

Initiate and sustain interactions with peers and

Creating
Respond to different types of imaginative texts by explaining themes, messages and plot, and commenting on characters and events.

Understanding

Socialising
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

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

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

Informing
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

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

Reflected

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

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