Video transcript

Understanding the Victorian Curriculum F–10 Version 2.0, Chinese

Hello, and welcome.

Language education empowers students to thrive in an increasingly global and interconnected world, where the ability to communicate meaningfully across linguistic and cultural systems is highly valued.

The Chinese language is spoken by about a quarter of the world's population. It is the major language of communication in China, Hong Kong, Taiwan, and Singapore, and is widely used by Chinese-speaking communities throughout the Asia-Pacific region, including Australia. Chinese is an important language for young Australians to learn as Australia continues to trade and engage in the region.

The aim of this video is to familiarise you with the Victorian Curriculum F–10 Version 2.0 Chinese.

Let’s begin by taking a look at the key revisions in the Chinese curriculum. The curriculum has been revised to ensure that it continues to be relevant to Victorian communities and that it is teachable in Victorian schools.

Chinese continues to offer 2 sequences, Foundation to Level 10 and Levels 7 to 10. Teachers can use the learning sequences flexibly to meet the needs of their students by making appropriate adjustments to differentiate learning experiences and cater for learners of different backgrounds.

The 2 overarching strands have been retained and renamed as Communicating Meaning in Chinese and Understanding Language and Culture.

The number of sub-strands has been reduced to remove overlap and duplication and to allow greater focus on the communicative aspects of language teaching and learning.

The sub-strands socialising, informing, and creating have been refined and repurposed as interacting in Chinese, mediating meaning in and between languages and creating text in Chinese.

The sub-strands translating, reflecting, and language variation and change have been removed.

The curriculum has retained the current 3-level band at Foundation to Level 2.

The structure of this band has been strengthened with the inclusion of a third entry level strand called Engaging with Chinese Language and Culture, which is specifically designed to provide an entry point for early language learners.

This strand is intended to help teachers to distribute the Foundation to Level 2 content appropriately in the classroom and to enable them to cater to the needs of their students. In addition, the revised content in Foundation to Level 2 not only retains, but also strengthens the alignment with the Victorian Early Years Learning and Development Framework. It supports the developmental progression of the early years with a strong emphasis on play, as students begin to develop their oral language skills.

Revised content in Foundation to Level 2 articulates a learning trajectory that is intended to better support the transition from early year settings to the beginning of formal schooling. It also recognises the importance of identity formation in a child’s learning and development by emphasising the interconnectedness of language, culture, and identity.

As mentioned, the curriculum has a simplified structure with fewer sub-strands and improved progression and improved clarity and coherence. These changes have enhanced the teachability and manageability of the curriculum, making it easier for teachers to plan, assess, and report on student learning.

Achievement standards and content descriptions offer a clear progression of skills set out in a consistent sequence across the levels as evidenced in the scope and sequence charts. They support teachers to engage with and track student skill development in Chinese.

The achievement standards are also aligned with the content descriptions and provide a coherent progression throughout each band.

The content descriptions give greater clarity to teachers about what to teach and specify the essential knowledge and skills. They have also been significantly reduced in number to align with the Revised 5 sub-strands.

The macro skill of viewing has been strengthened throughout the curriculum, supporting students to develop the skills required to respond to viewed texts. These skills will support a stronger articulation with VCE Chinese.

In Chinese Version 2.0, students not only make comparisons between Chinese and English but may also make these comparisons with other languages. This acknowledges the many multilingual learners in Victorian schools, and more broadly supports the literacy development of all students.

The elaborations unpack the content descriptions, providing specific examples of Chinese language and grammatical structures that students learn at each level.

The elaborations related to Aboriginal and Torres Strait Islander histories and cultures were revised in consultation with Victorian experts. This ensures that the learning examples are appropriate to the Victorian context, and that they can meaningfully support teachers and schools to implement Chinese Version 2.0.

Now, let's talk about the structure of the Victorian Curriculum F–10, Version 2.0 Chinese.

In Levels 3 to 10, the content is organised under 2-strands, with a third strand in Foundation to Level 2.

The Engaging with Chinese Language and Culture strand appears in Foundation to Level 2 only. It involves students’ early exploration of and play with language learning. It has 2 sub-strands, engaging with Chinese language and engaging with Chinese culture.

The 2 strands, Communicating Meaning in Chinese and Understanding Language and Culture can be found in all bands from Foundation to Level 10.

The Communicating Meaning in Chinese strand involves students learning to use language for communicative purposes in interpreting, creating, and exchanging meaning. It has three sub-strands, interacting in Chinese, mediating meaning in and between languages, and creating texts in Chinese.

The Understanding Language and Culture strand involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. It has 2 sub-strands, understanding systems of language and understanding the interrelationship of language and culture.

In Chinese, students progress along a learning continuum. The learning sequence undertaken by students will determine the number and progression of achievement standards.

In the Foundation to Level 10 sequence, the first achievement standard is provided at Level 2, and then at Levels 4, 6, 8, and 10. Subsequently, in the Levels 7 to 10 sequence, the first achievement standard is provided at Level 8, and then at Level 10.

In Chinese, the content description sequence and describe the knowledge, understanding, and skills that teachers need to teach, and students are expected to learn.

The elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity and are provided as advisory material only.

Learning Chinese broadens students’ horizons in relation to personal, social, cultural, and employment opportunities that an increasingly interconnected and interdependent worlds can offer. It provides opportunities to engage in business, trade, science, law, education, tourism, diplomacy, international relations, health, and communications.

For more information, I encourage you to explore the Victorian Curriculum F–10 website, which provides easy access to the curriculum and all its supporting resources.

Thank you for watching.