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| Foundation |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of the Foundation year, students use play and imagination to interact and create Greek texts, with support. They identify that Greek and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity. |  |

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| Content descriptions |
| Version 9.0  |
| Version 9.0 | Action taken | Version 8.4 |
| with support, recognise and communicate meaning in Greek AC9LMG01 | New |  |
| explore, with support, language features of Greek noticing similarities and differences between Greek and English AC9LMG02 | New |  |
| explore connections between language and culture AC9LMG03 | New |  |

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| Years 1–2 |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 2, students use Greek language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts. Students imitate the sounds and rhythms of Greek and demonstrate understanding that Greek has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Greek and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). | By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves, (for example, *Καλημέρα, Mε λένε Γιώργο*) and their family and exchange greetings, farewells, (for example, *Γεια σου, Kαληνύχτα*) and express thanks such as *Eυχαριστώ πολύ.* They use simple, repetitive language when participating in shared activities and simple exchanges, respond to simple instructions such as, *Έλα εδώ*, and imitate frequently used classroom language, for example, *Όλοι μαζί, Mπράβο, Kλείσε την πόρτα*. When speaking, they reproduce distinctive sounds and letters of the Greek language such as, *γ-γάτα, ρ-νερό, μπ-μπαμπάς, ξ-ξέρω, ψ-ψάρι, ου-μου.* Students identify specific words, such as names of people (for example, *Ο Γιάννης*), places (for example, *το σχολείο*) or objects (for example*, η γόμα*), in simple spoken and written texts and respond to imaginative experiences through singing and performing. They present information about themselves (for example, *Το σκυλάκι μου*), their family (for example, *Να η γιαγιά μου*), friends (for example, *οι φίλοι μου*) and possessions such as, *το βιβλίο μου*, using gestures and modelled language. They create simple texts, such as captions to images, using familiar words, phrases and sentence patterns (for example, *Σ’ αγαπώ μαμά*). They use vocabulary related to their classroom and family (for example, *Η οικογένειά μου, Η τάξη μου*). They recognise questions such as, *Τι κάνετε*; and commands such as, *Καθίστε κάτω*, and use short sentences with appropriate word order, verb forms and personal pronouns to communicate about themselves, their family and classroom (for example, *Είμαι έξι, Να η μαμά μου, Να το σχολείο μου*). They translate frequently used words and simple phrases relating to their immediate environment, using visual cues and identifying similarities and differences. They give examples of ways the Greek language sounds and looks different from other languages that they bring to the classroom.Students identify how letters of the Greek alphabet are represented in words and read vowel–consonant combinations (for example, *τα, τε, τη, τι, το, τυ, τω*). They identify features of familiar texts such as songs, labels and captions. They provide examples of the different titles and greetings that are used to address people in different situations (for example, *κύριε, κυρία*). They list different languages that are spoken in Australia and identify words in English that have been borrowed from Greek and vice versa. They identify similarities and differences between Greek and their own language and culture. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Greek |
| Version 9.0 Sub-strand: Interacting in Greek |
| Version 9.0 | Action taken | Version 8.4 |
| recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions AC9MG2C01 | CombinedRefined | Interact with peers and teacher using simple language and gestures for exchanges such as greetings and farewells, thanks, introductions and sharing information about self and family[Key concepts: self, relationship, social exchange, naming; Key processes: greeting, interacting, introducing] (ACLMGC103)Participate with teacher and peers in class routines and activities, such as following instructions and taking turns[Key concepts: routine, sharing; Key processes: shared reading, following instructions] (ACLMGC105) |
|  | Removed  | Recognise that in Greek, greetings and forms of address vary according to such things as the time of day, age, gender and relationship of participants[Key concepts: register, relationships; Key processes: selecting, noticing] (ACLMGU117) |
| participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues AC9MG2C02 | Refined | Participate in guided activities and simple exchanges, such as songs, rhymes, and games, using simple repetitive language[Key concepts: play, performance, action learning, exchange; Key processes: participating, performing, taking turns] (ACLMGC104) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| Version 9.0 | Action taken | Version 8.4 |
| locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases AC9MG2C03 | CombinedRefined | Identify key words and information with guidance, in simple written, spoken, digital and visual texts[Key concepts: language, texts; Key processes: listening, gathering, naming, grouping (ACLMGC106)Share and present information about self, family, friends and possessions, using gestures, labels, pictures and modelled language[Key concepts: self, family, friends; Key processes: naming, labelling, showing, describing] (ACLMGC107)Participate in shared imaginative activities and respond in a variety of ways such as through predicting, singing, chanting, play-acting and movement[Key concepts: character, story; Key processes: action learning, participating in shared reading] (ACLMGC108) |
| notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines AC9MG2C04 | New |  |
|  | Removed | Translate familiar words or phrases using visual cues or word lists, explaining the meaning of particular words, gestures or expressions[Key concepts: language, vocabulary, meaning; Key processes: demonstrating, explaining, comparing] (ACLMGC110) |

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| Version 9.0 Sub-strand: Creating text in Greek |
| Version 9.0 | Action taken | Version 8.4 |
| use words, familiar phrases and modelled language to create spoken, written and multimodal texts AC9MG2C05 | Refined | Create and participate in shared performances and imaginative activities using familiar words, phrases, captions and language patterns[Key concepts: imagination, expression; Key processes: performing, captioning (ACLMGC109) |
| Removed  | Create simple print or digital texts in Greek and English, such as captions and labels, for the immediate learning environment[Key concepts: meaning, equivalence; Key processes: labelling, displaying] (ACLMGC111) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 Sub-strand: Understanding systems of language |
| Version 9.0 | Action taken | Version 8.4 |
| recognise and imitate the sounds and rhythms of Greek AC9MG2U01 | RefinedSplit | Recognise and reproduce the sounds of the Greek alphabet, including the most common digraphs/diphthongs such as *oυ* and *μπ*[Key concepts: stress, intonation, letters, pronunciation; Key processes: listening, reading, recognising] (ACLMGU114) |
| recognise that the Modern Greek alphabet is used to construct meaning in texts in Greek AC9MG2U02 | CombinedRefinedSplit | Recognise and reproduce the letters of the Greek alphabet, identifying how they are represented in words, and read vowel–consonant combinations, including the most common digraphs/diphthongs such as oυ and *μπ*[Key concepts: stress, intonation, letters, pronunciation; Key processes: listening, reading, recognising] (ACLMGU114)Understand elements of grammar such as word order, verb forms and personal pronouns related to questions, commands and short sentences, and develop vocabulary to describe self, friends and family[Key concepts: grammar, sentence, word order; Key processes: naming, noticing patterns] (ACLMGU115) |
| Removed | Recognise features of familiar spoken, written and visual texts, such as songs, labels and captions[Key concept: text; Key processes: recognising, identifying] (ACLMGU116) |
| notice that Greek has features that may be similar to or different from English AC9MG2U03 | New  |  |
| Removed | Recognise that Australia has speakers of many different languages, including Greek, and that languages borrow words from each other and sometimes use the same alphabet symbols and vocabulary[Key concepts: language, change, word borrowing; Key processes: noticing, comparing] (ACLMGU118) |

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| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| notice that people use language in ways that reflect cultural practices AC9MG2U04 | Refined | Recognise that the languages people use reflect their culture, such as who they are, where and how they live, and find examples of similarities and differences between Greek and their own ways of communicating[Key concepts: norm, culture; Key processes: making connections] (ACLMGU119) |
| Removed | Reflect on what sounds, looks or appears similar or different to own language and culture when interacting in Greek[Key concepts: communication, difference, respect; Key processes: noticing, comparing, reflecting] (ACLMGC112) |
| Removed | Describe aspects of self, such as family, school/class and language/s, recognising how these are part of one’s identity[Key concept: self; Key processes: describing, noticing] (ACLMGC113) |

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| Years 3–4 |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 4, students use Greek language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts. Students imitate sound combinations and rhythms of Greek language. They demonstrate understanding that Greek has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Greek and make comparisons between Greek and English. They understand that the Greek language is connected with culture, and identify how this is reflected in their own language(s) and culture(s). | By the end of Year 4, students interact with the teacher and peers to share simple information about aspects of their lives, such as school (for example, *Mαθαίνω ελληνικά*), home (for example, *Το σπίτι μου είναι μεγάλο)* and everyday routines (for example, *Παίζω μπάλα*). They use formulaic expressions when participating in classroom routines, collaborative activities and simple transactional exchanges, such as praising and encouraging others (for example, *Μπράβο σου*), asking for help, seeking clarification (for example, *Συγγνώμη, κυρία*), and requesting permission (for example, *Μπορώ να πάω έξω*;). They use features of Greek pronunciation when asking questions such as, *Πού είναι*; , and making statements and exclamations (for example, *Ελάτε τώρα!*), including use of the accent mark. Students locate information from spoken and written texts related to everyday contexts and routines such as, *Να το βιβλίο μου, Τη Δευτέρα παίζω τένις*, and use simple statements and support materials to present information about themselves (for example, *Αγαπώ τη μουσική, Είμαι οχτώ χρονών*), others (for example, *Πόσων χρονών είσαι;*), home (for example, *Μένω στο* ...) and school (for example, *Να η τάξη μου*). They respond to imaginative texts by discussing favourite elements, acting out events and making simple statements about characters. They perform and create short imaginative texts, using formulaic expressions and modelled language (for example, *Πού είναι ο Φρίξος; Είναι …*). Students use vocabulary related to school, home and everyday routines such as, *η πόρτα, το σπίτι, το σχολείο, τα χόμπυ μου, η οικογένειά μου,* and describe people, objects or events using adjectives and adverbs. They use appropriate word order, gender, and singular and plural forms in simple spoken and written texts (for example, *Να η γάτα*, *Να ο γάτος, Να οι γάτες*). They translate and interpret common words and frequently used language relating to familiar environments (for example, *Oρίστε Μαρία, Παρακαλώ*), and create simple bilingual resources for the classroom. They identify ways that their own language and the Greek language reflect ways of behaving as well as words.Students write letters of the Greek alphabet, and identify sound–letter relationships, letter clusters, vowel–consonant combinations and the most common digraphs (for example, *ου, αι, οι, ει, μπ, ντ*). They identify the structure and linguistic features of texts used in familiar contexts, such as stories, songs, recipes and conversations (for example, *Τέλος, Καλημέρα, Τι κάνεις*;). They give examples of how language use varies according to the context and purpose of the exchange (for example, *Γεια σου / σας*). They identify ways that languages change over time, and how languages influence each other, providing examples of words in English that are borrowed from Greek and words in Greek that are borrowed from other languages. They compare Greek and English, identifying similarities and differences, particularly in vocabulary, behaviours and expressions related to cultural practices, such as special occasions. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Greek |
| Version 9.0 Sub-strand: Interacting in Greek |
| Version 9.0 | Action taken | Version 8.4 |
| initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions AC9MG4C01 | Combined Refined | Interact with peers and teacher to exchange personal information about everyday routines involving school and home environment[Key concept: everyday routines (home and school); Key processes: interacting, participating, exchanging] (ACLMGC120)Participate in everyday classroom activities, such as asking for permission, requesting help, asking how to say or write something, and praising or encouraging peers[Key concepts: communication, support; Key processes: speaking, contributing, taking turns] (ACLMGC122) |
| Removed | Understand that the context and purpose of interactions influence language choices[Key concepts: change; register, variation; Key processes: observing, comparing] (ACLMGU134)) |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures AC9MG4C02 | Refined | Participate collaboratively in shared class experiences which involve planning and simple transactional exchanges, such as cooking or craft activities, creating a display or taking part in a role-play[Key concepts: collaboration; creativity; Key processes: contributing, participating] (ACLMGC121) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| Version 9.0 | Action taken | Version 8.4 |
| locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts AC9MG4C03 | CombinedRefined | Locate key information about everyday contexts and routines from written, spoken, digital and visual texts[Key concepts: home, self, others; Key processes: identifying, selecting, recording] (ACLMGC123)Convey and present information about self, others, home and school life, using simple statements and support materials such as photos, maps, digital texts and displays or charts[Key concepts: home, school, information; Key processes: selecting, presenting] (ACLMGC124) Participate in shared imaginative activities and respond by acting out events, identifying favourite elements, and making simple statements about characters[Key concepts: response, action, expression; Key processes: participating, imagining, interpreting] (ACLMGC125) |
| develop strategies to comprehend and adjust Greek language in familiar contexts to convey cultural meaning AC9MG4C04 | New |  |
|  | Removed | Translate and interpret words, phrases and sentences used in familiar environments such as school and home, recognising how they may have similar or different meanings to words in English or other known languages[Key concepts: equivalence, personal world; Key processes: translating, identifying, labelling] (ACLMGC127) |

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| Version 9.0 Sub-strand: Creating text in Greek |
| Version 9.0 | Action taken | Version 8.4 |
| create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions AC9MG4C05 | Refined | Create and perform short spoken and written imaginative texts such as dialogues or collaborative online stories, using formulaic expressions and modelled language[Key concepts: fantasy, humour, imagination; Key processes: experimenting, creating, performing] (ACLMGC126) |
| Removed | Create simple bilingual resources such as picture dictionaries, action games or labels for the classroom[Key concepts: translation, meaning; Key processes: selecting, explaining] (ACLMGC128) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 Sub-strand: Understanding systems of language |
| Version 9.0 | Action taken | Version 8.4 |
| recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Greek to form words and phrases AC9MG4U01 | RefinedSplit | Experiment with the pronunciation of the alphabet, recognising vowel–consonant combinations[Key concept: sound and writing system; Key processes: identifying, recognising, repeating] (ACLMGU131) |
| recognise Greek language conventions, simple grammatical structures and basic syntax in familiar texts and contexts AC9MG4U02 | CombinedRefinedSplit | Experiment with the writing of the alphabet letters, recognising sound–letter relationships, letter clusters using the accent mark to aid pronunciation[Key concept: sound and writing system; Key processes: identifying, recognising, repeating] (ACLMGU131)Recognise and use elements of Greek grammar, such as word order, gender and singular/plural forms, to describe people, objects or events[Key concepts: sentence, grammar, word order; Key processes: recognising, applying, naming] (ACLMGU132) |
| Removed | Recognise the linguistic features and structures of different texts used in familiar contexts, such as stories, songs, recipes and conversations[Key concepts: genre, textual features; Key processes: observing, identifying] (ACLMGU133) |
| recognise familiar Greek language features and compare with those of English, in known contexts AC9MG4U03 | New |  |
| Removed | Understand that languages change over time and that they influence each other, recognising words in English that are derived from Greek and words in Greek that are derived from other languages[Key concepts: continuity, change; Key processes: identifying, processing] (ACLMGU135) |

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| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| identify connections between Greek language and cultural practices AC9MG4U04 | CombinedRefined | Make connections between cultural practices and language use, for example, by identifying vocabulary, behaviours and expressions which reflect cultural values, beliefs and traditions[Key concepts: celebrations, symbolism; Key processes: understanding, identifying] (ACLMGU136)) |
| Removed  | Share own experiences of communicating in Greek, recognising how it involves behaviours as well as words[Key concepts: language, culture, difference; Key processes: noticing, comparing] (ACLMGC129) |
|  | Removed | Interact with others, noticing how identity matters, such as use of terms of address, who and what is included and what language is used[Key concepts: belonging, identity; Key processes: interacting, noticing] (ACLMGC130) |

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| Years 5–6 |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 6, students initiate and use strategies to maintain interactions in Greek language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Greek or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in Greek. They compare language structures and features in Greek and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. | By the end of Year 6, students use spoken and written Greek to exchange personal information such as, *Οι δάσκαλοί μου είναι ...,* *Έχω πολλούς φίλους, Αγαπώ τη μουσική,* describe feelings and express preferences, for example, *Μου αρέσει να παίζω σκάκι στο κομπιούτερ*. When participating in collaborative activities, transactions and classroom routines, they ask and respond to questions (for example, *Πώς σε λένε;*), plan collaboratively, and make suggestions and statements such as, *Τώρα* *το βρήκα!* When interacting, students use key features of pronunciation and intonation, including accents (for example, *η οικογένειά μου, η and ή*). They obtain and compare information from a variety of texts related to aspects of daily life and events (for example, *Τι καιρό θα κάνει σήμερα*;). They present information about their personal world in different formats (for example, *Μου αρέσει ο τραγουδιστής* ...). They respond to the storyline and characters encountered in texts and create and perform simple imaginative texts using familiar language such as, *Ο αγαπημένος μου δάσκαλος* ... . They use verbs (for example, *Έχω, θέλω, είμαι, ήταν, θα είναι*), nouns (for example, *ο άνθρωπος, η μητέρα, το παιδί*), adjectives (for example, *καλός, μεγάλος, ωραία*) and conjunctions to construct and expand sentences and apply basic rules of spelling and punctuation, such as question marks, capital letters, commas, exclamation marks and speech marks. They translate and interpret simple texts, identifying words that are not easily translated (for example, *το φιλότιμο*) and create bilingual texts for the classroom and school community. They compare ways of communicating in Greek and English to identify similarities and differences and suggest how culture influences language use.Students identify and reproduce orally and in writing letter clusters, and the digraphs/diphthongs. They identify the relationship between language choices, and the audience and purpose of different text types. They describe the importance of register in different contexts and situations (for example, *Έλα / Ελάτε σπίτι μου, Σε / σας περιμένω*). They identify the impact of Greek on other languages, especially English (for example, *το κινητό, ο υπολογιστής*), and appreciate the dynamic nature of Greek, identifying changes that have occurred due to new technologies and knowledge. They describe ways that identity and communication are directly related to language and culture, for example, greeting familiar people by kissing them on both cheeks. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Greek |
| Version 9.0 Sub-strand: Interacting in Greek |
| Version 9.0 | Action taken | Version 8.4 |
| initiate and sustain modelled exchanges in familiar contexts related to students’ personal world and school environment AC9MG6C01 | CombinedRefined | Initiate interactions and exchange information with peers, face-to-face or online, describing opinions and preferences, aspects of daily life, school, friends and hobbies[Key concepts: friendship, leisure; Key processes: asking, responding, interacting] (ACLMGC137)Interact in class activities, using questions, statements and responses to enhance, demonstrate and share understanding[Key concepts: mindful learning, process, outcome; Key processes: discussing, planning, monitoring, reflecting] ACLMGC139) |
|  | Removed | Understand the importance of register in a range of contexts and situations, such as at home, at school or in more formal situations[Key concepts: language contact, word borrowing; Key processes: observing, identifying] ACLMGU151) |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9MG6C02 | Refined | Collaborate in group tasks and shared experiences, online or face-to-face, which involve planning, making suggestions and completing transactions, such as hosting a party, working with another class or group or creating and performing a role-play[Key concepts: collaboration, contribution; Key processes: planning, organising, negotiating] (ACLMGC138) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| Version 9.0 | Action taken | Version 8.4 |
| locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose AC9MG6C03 | CombinedRefined | Obtain, organise and compare information about aspects of daily life and significant events from written, spoken, or digital texts[Key concepts: lifestyle, event; Key processes: classifying, comparing] (ACLMGC140)Convey and present information about aspects of personal world through prepared texts such as digital presentations, diagrams, dialogues and timelines[Key concepts: self, family, community, significant events; Key processes: understanding, sharing, reflecting, presenting](ACLMGC141)Listen to, read and view imaginative spoken, written, digital or multimodal texts and respond by expressing ideas and opinions about the storyline and characters[Key concepts: theme, myth, legend; Key processes: sharing, responding, understanding] (ACLMGC142) |
| apply strategies to interpret and convey meaning in Greek language in familiar non-verbal, spoken and written cultural contexts AC9MG6C04 | New |  |
|  | Removed  | Translate simple texts from Greek to English and vice versa, identifying words and expressions that do not always translate literally and may have more than one meaning[Key concepts: non-equivalent words, contexts and situations, intercultural; Key processes: translating, noting, comparing] (ACLMGC144) |

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| **Version 9.0 Sub-strand: Creating text in Greek** |
| **Version 9.0** | **Action taken** | **Version 8.4** |
| create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type AC9MG6C05 | Refined | Create and perform imaginative texts such as stories, skits or rap, using familiar language[Key concept: imagination; Key processes: experimenting, performing] (ACLMGC143) |
| Removed | Create bilingual texts and learning resources, such as signs, notices, games, displays, websites or word banks, for the school community[Key concepts: bilingualism, meaning; Key processes: identifying, classifying, selecting, explaining] (ACLMGC145) |
|  | Removed  | Identify and use language features of different types of oral, digital and written texts, such as dialogues, descriptions, short narratives and reports, recognising that linguistic choices depend on audience and purpose[Key concepts: genre, structure, audience, sequencing; Key processes: comparing, noticing, explaining] (ACLMGC150) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 Sub-strand: Understanding systems of language |
| Version 9.0 | Action taken | Version 8.4 |
| apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases AC9MG6U01 | RefinedSplit | Identify and reproduce letter clusters, the digraphs/diphthongs, reproduce key features of intonation and pronunciation[Key concepts: sound and writing systems; Key processes: recognising, understanding] (ACLMGU148) |
| use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions AC9MG6U02 | CombinedRefinedSplit | Identify and reproduce letter clusters, the digraphs/diphthongs, experiment with the spelling of common words and apply basic punctuation rules[Key concepts: sound and writing systems; Key processes: recognising, understanding] (ACLMGU148)Develop knowledge of grammatical elements such as tenses, combining them with an increasing range of verbs, nouns and adjectives, and use conjunctions to construct and expand sentences[Key concepts: grammatical rules, patterns; Key processes: applying, building vocabulary, expanding on meaning] (ACLMGU149) |
| compare some Greek language structures and features with those of English, using some familiar metalanguage AC9MG6U03 | New |  |
|  | Removed) | Explore the influence of Greek on the English language, such as morphemes in medical/scientific fields and in everyday language, such as school subjects and occupations, and how Greek has been influenced by the impact of new technology and knowledge[Key concepts: language contact, word borrowing; Key processes: observing, identifying] (ACLMGU152) |

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| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication AC9MG6U04 | New |  |
| Removed | Engage in intercultural experiences, comparing ways of communicating in Australian and Greek-speaking contexts and identifying ways that culture influences language use[Key concepts: difference, language, culture, respect; Key processes: recognising, comparing, questioning, understanding](ACLMGC146) |
| Removed  | Share experiences of learning and using Greek, in person or online, and reflect on the effect of language learning on own identity[Key concept: identity; Key processes: discussing, interconnecting, agreeing, disagreeing] (ACLMGC147) |
| Removed | Explore the relationship between language and culture and how they are reflected in communication styles[Key concepts: language use, cultural behaviour and practices; Key processes: recognising exploring, discussing, connecting] (ACLMGU153) |

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| Years 7–8 (F–10) |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 8, students initiate and maintain interactions in Greek language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Greek to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.Students apply the conventions of spoken Greek to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Greek text, using metalanguage. They reflect on how the Greek language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. | By the end of Year 8, students use written and spoken Greek to initiate and sustain classroom interactions, (for example, *Πότε θα πάμε σινεμά*;) to carry out transactions (for example, *Πώς πέρασες τις διακοπές σου*;) and to exchange information, ideas, thoughts and feelings about people, (for example, *Ο μπαμπάς μου είναι καλός μάγειρας*), objects, places and events such as, *Τι ώρα θα πάμε στη συναυλία αύριο*; They ask and respond to open-ended questions (for example, *Πού θα ήθελες να ταξιδέψεις στο μέλλον*;) and use rehearsed and spontaneous language to engage in discussions, negotiate, make decisions and arrangements, and offer opinions such as, *Θέλω να πάω στην Ελλάδα κάποια μέρα*. They apply appropriate pronunciation and rhythm in spoken Greek to a range of sentence types, including the use of the accent mark for both intonation and meaning. They locate and interpret information and ideas on topics of interest, such as*, Πώς διασκεδάζουν στην Ελλάδα*; from a range of texts and communicate information, views and ideas using different modes of presentation. They share their response to different imaginative texts by expressing thoughts and opinions and describing ways in which ideas, characters, places and events are represented. Students create imaginative texts about people, places and experiences to entertain others (for example, *Μία αξέχαστη εκδρομή, Όταν ξέχασα να ...).* They use grammatical features, such as regular verbs, irregular verbs, adverbs, adjectives (for example, *έμεινα, έπαιζα, θα μείνω, είπε, να μπορέσω, γρήγορα, πιο γρήγορα, γρηγορότερα, πολύ),* pronouns (for example, *αυτός, κάτι*) and conjunctions (for example, *που, πως, ότι, επειδή, δηλαδή, αλλά, γιατί*) to construct compound and complex sentences and link ideas and sentences. They apply rules of punctuation and spelling to their own written constructions. They translate and interpret texts, identifying and explaining words with particular cultural significance in Greek, and create bilingual texts for the school and wider community, providing subtitles, captions or commentaries to help meaning. They explain why communication with others involves shared responsibility for making meaning, and identify the choices and adjustments they make when participating in intercultural interactions.Students identify and reproduce irregularities of some sound–letter relationships and combinations. They analyse the structure and linguistic features of different text types to identify their relationship with audience and purpose. They analyse language use in different contexts, including formal and informal (for example, *Συγγνώμη, Με συγχωρείτε*), explaining the impact of purpose, audience and social setting. They explain the dynamic nature of the Greek language from ancient to modern times, and suggest reasons for change. They give examples of ways that language use reflects cultural ideas, assumptions and perspectives such as, *Έχει φιλότιμο, Καλύτερα να σου βγει το μάτι παρά το όνομα,* and how what is considered normal in communication varies across cultures. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Greek |
| Version 9.0 Sub-strand: Interacting in Greek |
| Version 9.0 | Action taken | Version 8.4 |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others AC9MG8C01 | CombinedRefined | Initiate and sustain interactions, face-to-face or online, to share information, ideas, thoughts and opinions about people, objects, places and events[Key concepts: relationships, experiences; Key processes: exchanging, sharing, discussing] (ACLMGC154)Participate in classroom interactions and exchanges through asking and responding to open-ended questions and offering opinions[Key concepts: discussion, exchange; Key processes: responding, expressing] (ACLMGC156) |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events AC9MG8C02 | Refined | Participate in collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions[Key concepts: friendship, task, experience; Key processes: negotiating, collaborating, participating] (ACLMGC155) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| Version 9.0 | Action taken | Version 8.4 |
| interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9MG8C03 | CombinedRefined | Obtain and interpret information from a range of spoken, written, print or digital texts related to topics of interest such as leisure, food and diet, entertainment and special occasions[Key concept: personal world; Key processes: identifying, selecting, interpreting] (ACLMGC157)Convey and present information and ideas on a range of topics in different types of texts and modes[Key concepts: representation, experience; Key processes: sequencing and ordering, interpreting, presenting] (ACLMGC158)Engage with and respond to imaginative texts, describing and expressing thoughts and opinions about key ideas, characters, places and events[Key concepts: imagination, aesthetic, tradition; Key processes: evaluating, reflecting, analysing, comparing] (ACLMGC159) |
| interpret and adjust non-verbal, spoken and written language to convey meaning in Greek language in familiar and some unfamiliar cultural contexts AC9MG8C04 | New  |  |
| Removed | Translate texts from Greek to English and vice versa, interpreting meaning and identifying words or expressions of specific cultural significance in Greek[Key concepts: culture, equivalence, idiom; Key processes: translating, interpreting, mediating] (ACLMGC161) |

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| Version 9.0 Sub-strand: Creating text in Greek |
| Version 9.0 | Action taken | Version 8.4 |
| create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context AC9MG8C05 | Refined | Create and perform own and shared texts about imaginary people, places and experiences, to entertain others[Key concepts: entertainment, imagination; Key processes: composing, expressing, performing] (ACLMGC160) |
| Removed | Create bilingual texts in Greek and English, such as menus, posters or brochures on the same theme or event[Key concepts: equivalence, meaning; Key processes: translating, identifying, interpreting, explaining] (ACLMGC162) |
| Removed | Understand how language use varies according to context, purpose, audience and mode of delivery, and how language choices, such as shifting from a formal to an informal style, may signal changes in social settings[Key concept: register; Key processes: identifying, connecting, analysing] (ACLMGU168) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 Sub-strand: Understanding systems of language |
| Version 9.0 | Action taken | Version 8.4 |
| apply knowledge of conventions of spoken Greek to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts AC9MG8U01 | RefinedSplit | Identify and reproduce irregularities of some sound–letter relationships and combinations, such as *σμ, αυ, ευ, μία/μια, όι, άι, οϊ, αϊ, κι εγώ,* build on pronunciation[Key concepts: sound and writing systems; Key processes: repeating, experimenting, comparing, applying] (ACLMGU165) |
| apply understanding of grammatical structures and expressions to compose and respond to texts AC9MG8U02 | Combined RefinedSplit | Identify and reproduce irregularities of some sound–letter relationships and combinations, such as *σμ, αυ, ευ, μία/μια, όι, άι, οϊ, αϊ, κι εγώ,* using the accent mark for both intonation and meaning, spell frequently used words and apply accurate punctuation to writing[Key concepts: sound and writing systems; Key processes: repeating, experimenting, comparing, applying] (ACLMGU165)Apply knowledge of grammatical features, such as tense, voice, regular and irregular verbs, adverbs, pronouns and adjectives, and use conjunctions to construct compound and complex sentences[Key concepts: tenses, metalanguage; Key processes: identifying, emphasising, expanding] (ACLMGU166) |
| Removed | Examine the structure and linguistic choices of a range of personal, informative and imaginative texts, such as digital/online diary entries, news reports, cartoons and stories, and consider how these choices were influenced by audience and purpose[Key concepts: textual conventions, linguistic choices, audience, purpose; Key processes: identifying, comparing] (ACLMGCU167) |
|  | Removed | Recognise that Modern Greek has evolved from Ancient Greek and that changes to the Greek alphabet, number system and style of writing have occurred through the ages; considering factors that have influenced this change[Key concepts: change, continuity; Key processes: identifying, comparing] (ACLMGCU169) |
| reflect on similarities and differences between Greek and English language structures and features, using metalanguage AC9MG8U03 | New  |  |

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| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes AC9MG8U04 | New |  |
|  | Removed | Participate in intercultural interactions, reflecting on choices and adjustments made to language and behaviour when communicating in Greek and demonstrating awareness of the importance of shared understanding[Key concepts: difference, communication, interpretation; Key processes: reflecting, decentring, clarifying] (ACLMGC163) |
| Removed | Reflect on how own biography, including personal experiences, family origins, traditions and beliefs, impacts on identity and shapes own intercultural experiences[Key concepts: language, culture, identity, experience; Key processes: identifying, reflecting, decentring, making judgements] (ACLMGC164) |
|  | Removed | Understand how language use reflects cultural ideas, assumptions and perspectives, and reflect on how what is considered acceptable in communication varies across cultures[Key concepts: attitudes, norms, sameness and difference; Key processes: analysing, interpreting, reflecting] (ACLMGU170)) |

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| Years 9–10 (F–10) |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 10, students contribute to and extend interactions in Greek language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion. Students incorporate the features and conventions of spoken Greek to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Greek texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Greek, to evaluate how this learning influences their ideas and ways of communicating. | By the end of Year 10, students use written and spoken Greek to initiate, sustain and extend formal and informal interactions with teachers, peers and others in a range of settings such as, *Τι θα κάνεις μετά το σχολείο;* They use language spontaneously to respond to others, seek and give advice (for example, *Δεν ξέρω τι να κάνω*), contribute ideas and opinions, describe relationships, discuss aspirations (for example, *Θέλω να κάνω ένα ταξίδι*), compare experiences and express opinions on issues of interest such as, *Πώς θα προστατέψουμε το δάσος*; They interact with others to take action, make decisions, negotiate, plan and organise events and complete transactions. They sustain and extend conversations by elaborating on opinions and ideas, expanding questions, and seeking and discussing responses and opinions. They apply appropriate pronunciation, rhythm and stress in spoken Greek in their interactions. They analyse and evaluate ideas and information obtained from multiple spoken and written sources on a range of issues such as, *Η τεχνολογία σήμερα, Πού μιλάνε τα ελληνικά*; They present information using different text types and modes of presentation to suit different audiences and to achieve different purposes (for example, *blog για το σχολικό περιοδικό για τη μόδα, μιά μουσική εκδήλωση*). They share their responses to different imaginative texts by expressing and justifying opinions on language use, themes, moods and emotions. They manipulate language and use different techniques to produce imaginative texts for different audiences. When creating texts, they use a variety of grammatical elements, such as passive and active voice (for example, *Καθόμουν, Θα καθίσω, Έλα κάθισε*), negation (for example, *Ούτε τώρα, ούτε ποτέ*), word order and time clauses (for example, *Μιλούσε στο τηλέφωνο όταν τον είδα*), to shape meaning (for example, *Όταν έρθεις σπίτι μου, θα πάμε να φάμε έξω*). They accurately apply rules of punctuation and spelling to their own written constructions. Students translate and analyse a range of texts, compare interpretations and explain differences. They create a range of bilingual texts that convey intended meaning for a variety of purposes and audiences. They explain the relationship between language, culture and identity, question assumptions and modify language and behaviours in intercultural interactions as appropriate.Students analyse a range of texts to identify cultural elements and perspectives and to explain the interrelationship between linguistic elements, context, purpose, audience and structure. They give examples of how language use varies according to cultural contexts, explaining why Greek interactions differ from those in English or other languages. They explain why Greek, like other languages, is fluid and dynamic as well as solid and influential. They explain ways in which language and culture are interrelated and influence each other. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Greek |
| Version 9.0 Sub-strand: Interacting in Greek |
| Version 9.0 | Action taken | Version 8.4 |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others AC9MG10C01 | CombinedRefined | Initiate, sustain and extend interactions by exchanging experiences, seeking and giving advice, and discussing aspirations and relationships[Key concepts: social awareness, aspirations, interconnectedness, wellbeing; Key processes: interacting, reflecting, comparing (ACLMGC171)Participate in and sustain classroom interactions by elaborating on opinions and ideas and discussing the opinions and views of others[Key concepts: interaction, contribution; Key processes: stating views, discussing, sharing experiences] (ACLMGC173) |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences AC9MG10C02 | Refined | Take action, and contribute ideas and opinions in collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions[Key concepts: friendship, task, perspective, negotiation; Key processes: transacting, expressing points of view, understanding] (ACLMGC172) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| Version 9.0 | Action taken | Version 8.4 |
| evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9MG10C03 | CombinedRefined | Obtain, analyse and evaluate information and ideas from multiple spoken, written, print or digital sources on a range of issues[Key concepts: information, representation; Key processes: analysing, evaluating, synthesising] (ACLMGC174)Adapt and present information, ideas and opinions on a range of issues in a variety of text types and modes selected to suit audience and purpose[Key concepts: information, representation, evaluation; Key processes: interpreting, evaluating, explaining, synthesising, presenting] (ACLMGC175)Interpret and discuss different imaginative texts, expressing and justifying opinions on aspects such as themes, mood, emotions and language choices[Key concepts: imagination, experience; Key processes: interpreting, relating, connecting, justifying] (ACLMGC176) |
| interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsAC9MG10C04 | Refined | Translate and analyse a range of texts from Greek to English and vice versa, comparing interpretations and explaining differences in meaning[Key concepts: equivalence, representation; Key processes: translating, analysing, comparing] (ACLMGC178) |
| Removed | Create a range of bilingual texts for a variety of purposes and audiences, reflecting on how meaning can be conveyed effectively[Key concepts: bilingualism, meaning; Key processes: adjusting, interpreting, reflecting] (ACLMGC179) |

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| Version 9.0 Sub-strand: Creating text in Greek |
| Version 9.0 | Action taken | Version 8.4 |
| create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiencesAC9MG10C05 | New | Create and perform a variety of imaginative texts for different audiences, manipulating language and experimenting with different techniques such as imagery or sound effects[Key concepts: imagination, experience; Key processes: experimenting, performing, expressing] (ACLMGC177) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 Sub-strand: Understanding systems of language |
| Version 9.0 | Action taken | Version 8.4 |
| apply features and conventions of spoken Greek to extend fluency in responding to and creating texts in familiar and unfamiliar contexts AC9MG10U01 | RefinedSplit | Use pronunciation rules and apply features of spoken Greek such as intonation, stress and rhythm to polysyllabic words[Key concept: sound and writing systems; Key processes: applying, expanding] (ACLMGU182) |
| apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas AC9MG10U02 | CombinedRefinedSplit | Extend more advanced spelling and punctuation rules[Key concept: sound and writing systems; Key processes: applying, expanding] (ACLMGU182)Understand and apply grammatical structures, such as passive and active voice, negation, word order and time clauses, recognising that they serve particular functions and that grammatical choices shape meaning[Key concept: grammatical system; Key processes: analysing, selecting, applying] (ACLMGU183) |
|  | Removed | Discuss the interrelationship between linguistic elements, context, purpose, audience and structure of a wide range of text types, such as poetry, biographies, blogs, emails and advertisements, and identify how cultural elements are incorporated[Key concepts: context, culture, perspective; Key processes: comparing, analysing, identifying] (ACLMGU184) |
| reflect on and evaluate Greek texts, using metalanguage to analyse language structures and features AC9MG10U03 | New |  |

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| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating AC9MG10U04 | Refined | Understand that language, culture and communication are interrelated and shaped by each other, and recognise how this impacts on attitudes and beliefs[Key concepts: culture, language, meaning, values and attitudes; Key processes: discussing, reflecting, comparing] (ACLMGU187) |
| Removed | Reflect on issues related to intercultural experiences, questioning preconceptions and generalisations, and taking responsibility for modifying language and behaviours[Key concepts: understanding, intercultural experience; Key processes: communicating, observing, reflecting, responding] (ACLMGC180) |
| Removed | Engage in intercultural experience, reflecting on own cultural identity and how this shapes personal ways of communicating and thinking[Key concepts: self, interconnection across concepts and actions; Key processes: reflecting, discussing, analysing, evaluating] (ACLMGC181) |
| Removed | Analyse culturally specific ways of interacting in Greek and how and why language use varies according to cultural contexts, considering why these differ from interactions in English or in other languages[Key concepts: norms, variation; Key processes: analysing, comparing] (ACLMGC185) |
| Removed | Reflect on the dynamic and ecological nature of language, recognising that Modern Greek still uses some words and phrases from earlier Greek versions of its language, and that all languages influence each other[Key concepts: dynamic systems, impact; Key processes: analysing, reflecting] (ACLMGC186) |

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| Years 7–8 (Year 7 entry) |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 8, students use Greek language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Greek or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.Students approximate Greek sound patterns, intonation and rhythms, and demonstrate understanding that Greek has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Greek and English language structures and features, using metalanguage. They demonstrate awareness that the Greek language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity. | By the end of Year 8, students use Greek to describe feelings (for example, *Αγαπώ* *τη* *μουσική*), express likes and dislikes (for example, *Δε* *μου* *αρέσει η σοκολάτα*) and exchange information about their personal worlds, including information about themselves (for example, *Mε* *λένε* *Γιώργο, Mένω* *στην* *Αυστραλία*), their family (for example, *O πατέρας* *μου* *είναι* *ψηλός*), friends (for example, Ο *Γιάννης* *είναι* *φίλος* *μου*) and interests such as, *Μου* *αρέσει η μπάλα*. They interact with others in collaborative and classroom activities, using modelled language to carry out transactions (for example, *Τι* *ώρα* *θα* *πάμε* *κυρία; Πόσο* *κάνουν* *οι* *καφέδες*;), ask and respond to familiar questions such as, *Το* *τρένο* *φεύγει* *στις* *δέκα*; follow instructions, and seek help or permission (for example, *Μπορώ* *να* *πάω* *σινεμά; Η τράπεζα* *είναι* *στο* *δεύτερο* *δρόμο* *δεξιά, Συγγνώμη* *κύριε* *αλλά* *δεν* *καταλαβαίνω*). When interacting, students pronounce Greek sounds, and use intonation and accentuation such as, *Το* *σχολείο, ο φίλος, οι* *φίλοι*, *Η Ελένη* *αγόρασε* *καινούρια* *μπλούζα*. They obtain information and identify key points from different sources, using non-verbal and contextual clues to help make meaning. Students describe characters, events and ideas in imaginative texts using high-frequency vocabulary and create short informative and imaginative texts using modelled sentence structures and formulaic expressions (for example, *Γεια* *σου* *μαμά / Καλημέρα* *κυρία* *Σοφία, Πώς* *είστε; χαιρετισμούς, Με* *αγάπη*). They use the present tense (for example, *Μένω* *στην* *Αυστραλία*), common verbs (for example, *γράφω, διαβάζω, θέλω, είμαι, έχω*) and other grammatical structures such as verb endings (for example, ω, *εις, ει, ουμε, ετε, ουν*) and singular and plural forms (for example, *ο, οι, η, οι, το, τα*) to create simple sentences and phrases such as, *Τί* *κάνεις* *σήμερα*; They translate and interpret texts using contextual clues and textual features and create simple bilingual texts for classroom use. When interacting, students modify their language and behaviour and recognise that aspects of their own language and culture impact on intercultural exchange (for example, *Το* *Πάσχα* *βάφουμε* *κόκκινα* *αυγά*).Students identify the similarities and differences between the sound systems of Greek and English (for example, *γγ, μπρ, τσ, γκ, ντρ, ντ, γ, ζ, υ, ξ, ψ, χ, μυθολογία, ιστορία, οξυγόνο, χιλιόμετρο*). They describe the key features of common types of texts, comparing them with equivalent text types in English. They give examples of how language varies according to participants, roles and relationships, and context and culture (for example, *η μαμά, η μητέρα*). They identify ways that Greek language and culture have influenced and continue to influence many global languages. They analyse words and expressions to identify and explain connections between language and culture such as, *Στην* *υγεία* *σου/σας, Με* *γεια, Γεια* *στα* *χέρια* *σου/σας.* |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Greek |
| Version 9.0 Sub-strand: Interacting in Greek |
| Version 9.0 | Action taken | Version 8.4 |
| interact with others using modelled language to exchange information in familiar contexts about self and personal world AC9MG8EC01 | Refined | Interact with peers and teacher to exchange information and opinions about self, family, friends and interests, and express feelings, likes and dislikes[Key concepts: family, friendship, leisure; Key processes: introducing, interacting, describing] (ACLMGC001) |
|  | Removed | Engage with speakers of Greek recognising that interaction involves the expression of cultural experience and values as well as language[Key concepts: exchange, awareness, interpretation, cultural frames; Key processes: noticing, reflecting, responding] (ACLMGC010)) |
| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests AC9MG8EC02 | Refined | Interact in class routines and exchanges by asking and responding to questions, following instructions and seeking help and permission[Key concepts: routine, roles; Key processes: participating, questioning, responding] (ACLMGC003) |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environmentAC9MG8EC03 | Refined | Participate in collaborative activities, such as performances and presentations, that involve planning and making arrangements[Key concepts: tasks, performance, transaction, collaborative learning; Key processes: planning and managing tasks, contributing] (ACLMGC002) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| Version 9.0 | Action taken | Version 8.4 |
| locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9MG8EC04 | Combined Refined | Locate and use key points of information, such as main ideas, specific details and general descriptions from a range of spoken, written, visual, digital or multimodal texts[Key concepts: interconnection across events and actions, discovery; Key processes: listening, reading, identifying, classifying] (ACLMGC004)Use spoken, written and multimodal forms of presentation to convey information on selected topics of interest[Key concepts: representation, culture; Key processes: informing, reporting, speaking, writing] (ACLMGC005)Access imaginative texts such as cartoons, songs, stories or digital texts, and respond by describing aspects such as characters, events and ideas[Key concepts: plot, character, experience; Key processes: interpreting, recounting, describing] (ACLMGC006) |
| develop and begin to apply strategies to interpret, translate and convey meaning in Greek in familiar contextsAC9MG8EC05 | New  |  |
| Removed | Translate and interpret texts such as emails, signs and notices from Greek to English and English to Greek, using contextual cues and familiar textual features and recognising aspects that are similar and different in the two language versions[Key concepts: equivalence, representation; Key processes: interpreting, translating, explaining] (ALMGC008) |

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| Version 9.0 Sub-strand: Creating text in Greek |
| Version 9.0 | Action taken | Version 8.4 |
| create spoken, written and multimodal, informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventionsAC9MG8EC06 | Refined | Create or represent and perform own imagined scenarios, characters and events, using stimulus materials and modelled language[Key concepts: imagination, creativity; Key processes: expressing, performing] (ACLMGC007) |
| Removed | Create bilingual texts and resources to support their own learning, such as glossaries and personal dictionaries, digital resources and charts[Key concepts: equivalence, context, meaning; Key processes: translating, interpreting, explaining] (ACLMGC009) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 Sub-strand: Understanding systems of language |
| Version 9.0 | Action taken | Version 8.4 |
| recognise and use features of the Greek sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts AC9MG8EU01 | RefinedSplit | Identify similarities and difference of the phonological systems of English and Greek, including accentuation and intonation in oral language[Key concepts: sound system, writing system; Key processes: recognising, imitating, comparing] (ACLMGU012) |
| develop knowledge of, and use structures and features of, the Greek grammatical and writing systems to understand and create spoken, written and multimodal texts AC9MG8EU02 | CombinedRefinedSplit | Identify similarities and differences between the orthographic systems of English and Greek, including decode and use the Greek script[Key concepts: sound system, writing system; Key processes: recognising, imitating, comparing] (ACLMGU012)Recognise and use vocabulary and grammatical elements such as articles, pronouns and gender forms, and a limited range of common verbs in the present tense to create simple sentences and phrases[Key concepts: vocabulary, grammatical structures; Key processes: understanding, making connections, applying] (ACLMGU013) |
| compare Greek language structures and features with English, using familiar metalanguageAC9MG8EU03 | New |  |
|  | Removed | Recognise and understand characteristic features of common types of text, comparing them with equivalent texts in English[Key concepts: equivalence, genre; Key processes: noticing, comparing, explaining] (ACLMGU014) |

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| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values AC9MG8EU04 | Refined | Recognise their own and others’ ways of expressing identity, reflecting on the relationship between language, culture and identity[Key concepts: communication, identity; Key processes: noticing, reflecting, comparing, connecting] (ACLMGC011) |
| Removed | Understand that Greek, like all languages, varies according to participants, roles and relationships, context and culture[Key concepts: variation, register; Key processes: noticing, comparing] (ACLMGU015) |
| Removed | Understand that Greek is a language that has influenced many global languages and continues to influence and change through interaction with other languages and cultures[Key concepts: dynamic systems, communication, relationships; Key processes: recognising, comparing, discussing] (ACLMGU016) |
| Removed | Identify connections between language, culture and communication, recognising how communication styles and practices vary across cultures and how intercultural exchange involves the exchange of meaning as well as words[Key concepts: interdependence, values, norms; Key processes: analysing, making connections] (ACLMGU017) |

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| Years 9–10 (Year 7 entry) |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 10, students initiate and sustain Greek language to exchange and compare ideas and experiences about their own and others’ personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Greek or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Greek to create texts.Students apply features of the Greek sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Greek to discuss how this learning influences their ideas and ways of communicating. | By the end of Year 10, students initiate and sustain interactions with peers by sharing opinions and experiences and comparing aspects of teenage life (for example, *Πού* *θα* *πας* *διακοπές;* *Θέλω* *να* *γίνω* *πιλότος* *γιατί ...*). They interact with others to make decisions and plan events. They ask and respond to questions, clarify understanding and express agreement or disagreement in structured discussions and tasks, and spoken and written transactions (for example, *Πάμε* *στο* *σινεμά* *αύριο; Συμφωνείς; Θέλω/Δε* *θέλω*). When interacting, they use appropriate pronunciation, rhythm and stress (for example, *σ’ αυτόν, κοντά* *στην* *πόλη, Πάω* *στο* *ταχυδρομείο, Πάμε* *στη* *λαϊκή* *αύριο*;). Students locate and analyse information and perspectives from a range of texts and communicate information and ideas using different modes of presentation selected to suit audience and purpose (for example, *Μου* *αρέσει* *αυτό* *το* *έργο* *γιατί ..., είναι* *ωραίο, πιστεύω, νομίζω, διαφωνώ*). They share their responses to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices (for example, *Η μόδα* *είναι* *μονότονη,* *Αγόρασα* *καινούριο* *κινητό*). They use different techniques to produce imaginative texts for different audiences. They use a range of grammatical structures and elements to describe, situate and link people, objects and events, and apply their knowledge of vocabulary and grammatical structures such as *Είναι* *καλό, πολύ* *καλό, πάρα* *πολύ* *καλό,* to extend meaning. They translate, interpret and create texts in Greek and English for the wider community (for example, *Απαγορεύεται, Περαστικά*). When interacting, students share responsibility for making meaning. They give examples on how their identity influences their intercultural exchanges.Students identify and reproduce regularities and irregularities of sound–letter relationships and combinations such as, *αυ, ευ, ββ, λλ, ρρ, ττ, ιου, ιο/ιό* (for example, *τετράδιο-χωριό*), *ειο/ειου, αϊ, άι, -ασμα,* (for example, *διάβασμα*). They analyse a range of text types in various modes to explain the relationship between context, purpose and audience and to identify structural, linguistic and culturally specific features. They compare Greek language and culture in various linguistic and cultural settings in Australia and overseas, and give reasons for variations that exist. They identify ways that Greek language has changed over time and propose reasons why it continues to change. They explain how cultural assumptions, attitudes and beliefs can affect interactions and appreciate the importance of mutual understanding to effective communication. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Greek |
| Version 9.0 Sub-strand: Interacting in Greek |
| Version 9.0 | Action taken | Version 8.4 |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal world AC9MG10EC01 | Refined | Initiate and sustain interactions by sharing personal opinions and experiences, face-to-face or online, with peers, and comparing aspects of young people’s lives, such as relationships, events and aspirations[Key concepts: youth, relationships, future; Key processes: interacting, comparing, sharing] (ACLMGC018) |
|  | Removed | Interact with Greek speakers and resources, recognising that intercultural communication involves shared responsibility for communication[Key concepts: interaction, reciprocity, responsibility; Key processes: expressing, discussing, noticing, adjusting] (ACLMGC027) |
| use Greek language in exchanges to question, offer opinions and compare and discuss ideas AC9MG10EC02 | Refined | Participate in structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement[Key concepts: learning, contribution; Key processes: discussing, clarifying] (ACLMGC020) |
| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peersAC9MG10EC03 | Refined | Participate in collaborative planning and decision-making for events and shared experiences, and engage in different transactions[Key concepts: roles, transactions, tasks; Key processes: negotiating, collaborating] (ACLMGC019) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| Version 9.0 | Action taken | Version 8.4 |
| interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9MG10EC04 | Combined Refined | Obtain, analyse and use information from a range of spoken, written, digital and visual texts, identifying and comparing perspectives on social and cultural issues[Key concepts: community, perspectives; Key processes: selecting, sharing, analysing] (ACLMGC021)Adapt and present information and ideas on a variety of topics using presentation modes selected to suit different audiences and to achieve specific purposes[Key concepts: content, audience, mode; Key processes: selecting, designing, presenting] (ACLMGC022)Respond to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices[Key concepts: themes, imagination, social awareness; Key processes: expressing, modifying, responding, expressing] (ACLMGC023) |
| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9MG10EC05 | Refined  | Translate and interpret a range of community and social media texts such as posters, advertisements and blogs, identifying and explaining words or expressions of specific cultural significance[Key concepts: cultural understanding, representation, meaning; Key processes: translating, interpreting, analysing] (ACLMGC025) |

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| Version 9.0 Sub-strand: Creating text in Greek |
| Version 9.0 | Action taken | Version 8.4 |
| create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiencesAC9MG10EC06 | New | Experiment with different techniques to create and present imaginative texts designed to engage different audiences[Key concepts: fantasy, private and public world, preferences; Key processes: creating, experimenting, connecting, reflecting] (ACLMGC024) |
| Removed | Create bilingual texts that draw on Greek and English for different purposes, such as menus or product instructions designed for both language contexts[Key concepts: interpretation, equivalence, bilingualism; Key processes: creating, translating, interpreting] (ACLMGC026) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 Sub-strand: Understanding systems of language |
| Version 9.0 | Action taken | Version 8.4 |
| apply features of the Greek sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts AC9MG10EU01 | RefinedSplit | Recognise and reproduce Greek sound relationships and combinations in spoken forms and key features of pronunciation, rhythm and stress, including some irregularities[Key concepts: liaisons, rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, producing] (ACLMGU029) |
| select and use structures and features of the Greek grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts AC9MG10EU02 | CombinedRefinedSplit | Recognise and reproduce Greek letter relationships and combinations in written forms and key features including some irregularities[Key concepts: liaisons, rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, producing] (ACLMGU029)Develop knowledge of vocabulary and sentence structures to elaborate meaning, for example, by using a range of verbs and tenses, personal pronouns, adverbs, adjectives and time indicators to describe, situate and link people, objects and events[Key concepts: grammatical systems, connections; Key processes: experimenting, applying] (ACLMGU030) |
| reflect on and evaluate Greek texts, using metalanguage to discuss language structures and featuresAC9MG10EU03 | New |  |
|  | Removed | Compare and contrast the structure and linguistic features of different types of text, developing understanding of the relationship between context, purpose and audience, and identifying culturally specific elements[Key concepts: genre, textual conventions, register; Key processes: exploring, connecting, comparing] (ACLMGU031) |

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| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating AC9MG10EU04 | New |  |
| Removed | Consider how cultural identity influences interactions in culturally and linguistically diverse contexts such as Australia[Key concepts: identity, diversity; Key processes: analysing, discussing, reflecting] (ACLMGC028) |
| Removed | Examine how Greek language and culture is variously expressed in different linguistic and cultural settings, identifying and explaining variations[Key concepts: change, place, impact; Key processes: exploring, comparing, analysing] (ACLMGC032) |
| Removed | Understand how the Greek language has evolved, and how it continues to change over time due to processes such as globalisation, migration, and the influence of technology and popular culture[Key concepts: evolution, influence, dynamism; Key processes: researching, analysing, discussing] (ACLMGC033) |
| Removed | Explain how meanings may vary according to cultural assumptions and perspectives that people bring to interactions and experiences, recognising that such variations impact on intercultural communication[Key concepts: stereotypes, social norms, values and attitudes; Key processes: analysing, explaining, reflecting] (ACLMGC034) |