

(no-code)

and in familiar and some unfamiliar related to students' experiences, feelings and , their in response to others

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Elaborations

- [illegible]

Students learn to:

initiate and sustain exchanges in familiar and some unfamiliar contexts related to social experiences, feelings and views, adjusting their language in response to others

(AC9LH8C01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

- Communicate responsively

Speaking and listening

- Interacting

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

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- Communication

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Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

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Resources

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LH8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LH8C01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others

- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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AC9LH8C01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

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Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LH8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Resource – Hindi language resource

Hindi

Language support resource

The Hindi Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Hindi. It is optional and includes illustrative examples of language and language use.

Introduction

The resource provides suggestions for sequential development in 2 parts:

- Part 1 – language features and structures
- Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Hindi for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download

AC9LH8C02

collaborate in that involve the of transaction, negotiation and problem-solving to plan projects and events

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Elaborations

- developing skills and to and plan, taking on responsibilities in the classroom and school

Social management

- Communication
- Collaboration

Futures

- Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LH8C02

Learning progression extract

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- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH8C02

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- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LH8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

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Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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AC9LH8C02

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- coordinate contributions of group members, suggesting improvements to ways of working and

collaborative outputs

- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
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AC9LH8C03

interpret information, ideas and opinions in a range of spoken, written and , and respond appropriately to cultural , and

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-

Elaborations

- gathering information from websites, newspapers or magazines about well-known people in fields such as sport, entertainment, youth , the arts or history to a digital profile to present to their peers
- collecting and presenting information, using sources that report on contributions of important historical figures and moments, such as the influence of Gandhi on peace movements, the freedom struggle in India and civil rights, and different concepts such as ■■■■■; ■■■■■; ■■■■■■■■■■
- analysing that report on personal, social or community , for example, secure blogs, social media posts or community announcements, and developing a position or viewpoint on issues of interest
- to, or viewing First Nations Australian stories in English and responding to them in spoken or written Hindi
- collating and summarising information that reflects Indian and/or Australian lifestyles and over different times and
- comparing , themes, or events represented in contemporary such as cartoons or video games with those in traditional fables, poems and legends, for example, referring to a playful or cheeky child as Krishna or Kahnaiyya
- comparing style, creative effects and cultural reflected in popular Hindi and Australian music by to music radio stations, print or online music magazines, classifying song titles or viewing clips from Bollywood films
- providing a simple commentary for a dance , explaining movements, costumes and messages, for example, ■■■■■ ■■■■ ■■■■■ ■■ ■■■■■■ ...
- obtaining others' thoughts and opinions regarding topics such as school uniform, rules or use of technology, and using facts, figures and quotes to a persuasive , for example, a formal email to the principal suggesting changes, for example, ■■■■■■ ■■■■■ ■■ ■■■ ■■■ ■■ ■■■■■ ■■■■ ■■■■■■, ■■■■ ■■ ■■■ ■■■ ■■■■■ ■■ ■■■■ ■■■?
- analysing cultural styles of humour in comedies or cartoons, for example, comparing Hindi jokes about family relationships with humour around similar relationships in Australian English, for example, ■■■- ■■■■■ ■■■■■■■ ■■ ■■■■■■■■

Students learn to:

interpret information, ideas and opinions in a range of spoken, written and multimodal and respond appropriately to cultural context, purpose and audience

(AC9LH8C03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Inquiring

- Identify, process and evaluate information

Reading and viewing

- Understanding texts

Speaking and listening

- Listening

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

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People

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Inquiring

- Identify, process and evaluate information

Social management

- Communication

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

Resources

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LH8C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LH8C03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only

- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

Vocabulary

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

Comprehension

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

Processes

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

Vocabulary

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources

- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

Processes

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

Vocabulary

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LH8C03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience
- responds to highly complex texts (see Text complexity)
- identifies and paraphrases key points of a speaker's arguments
- describes how listening skills should be applied, according to purpose
- evaluates strategies used by the speaker to elicit emotional responses
- explains any shift in direction, line of argument or purpose made by the speaker
- adopts and re-uses complex abstractions heard in texts
- explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LH8C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LH8C03

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The following continuum extract shows the alignment of the continuum with this content.

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Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LH8C03

comparing characters, themes, values or events represented in contemporary texts such as cartoons or

video games with those conveyed in traditional fables, poems and legends, for example, referring to a playful or cheeky child as Krishna or Kanhaiyya

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LH8C03

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- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the

relationship between cultures and identities

Content description

AC9LH8C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LH8C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH8C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LH8C03

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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

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- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LH8C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding

how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

- apply communication strategies in culturally and linguistically diverse contexts, understanding

how language and culture are interrelated or connected

AC9LH8C04

interpret and non-verbal, spoken and written to meaning in Hindi in familiar and some unfamiliar cultural

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-

Elaborations

- identifying Hindi or expressions that carry cultural references and , for example, terms such as शुभ and अशुभ in relation to auspicious or inauspicious occasions such as विवाह or अंत्येष्टि
- exploring and evaluating the effectiveness of resources such as print and digital dictionaries, and online tools, for example, comparing individual , back-translating or swapping references
- translating and identifying and expressions that reflect cultural in popular Hindi proverbs, poems or short excerpts from traditional fables or legends into English, considering how to adapt or them to equivalent meanings in English, for example, सत्यमेव जयते सत्यमेव जयते; सत्यमेव जयते सत्यमेव जयते, सत्यमेव जयते, सत्यमेव जयते, सत्यमेव
- understanding the use of different styles of using key elements such as facial expressions, and in different , such as respectful, devotional or colloquial forms of expression सत्यमेव जयते सत्यमेव जयते, सत्यमेव जयते-सत्यमेव जयते?
- translating school or community such as appeals, slogans, advertisements, rules or notices in Hindi and English, noticing how each reflects cultural styles and uses different elements, for example, the use of सत्यमेव जयते in a formal request and सत्यमेव जयते सत्यमेव जयते in public notices, सत्यमेव जयते सत्यमेव जयते, सत्यमेव जयते सत्यमेव जयते; सत्यमेव जयते सत्यमेव
- identifying how social media and technology have influenced their own ways of communicating, for example, by compiling a class or personal glossary of terms they use in emails or messages, such as ATM (ATM), CU (CU), G2G (G2G), LOL (LOL), TTL (TTL) and 'Hinglish' terms
- identifying the cultural significance of concepts expressed in a single in Hindi or English which are difficult to , for example, the term mateship in Hindi or 'mateship' in Australian English
- to informal spoken that may have deviations from 'correct' , including changes in order and omissions of , meaning, noticing differences between written and spoken Hindi

Students learn to:

interpret and adjust non-verbal, spoken and written language to convey meaning in familiar and some unfamiliar cultural contexts

(AC9LH8C04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Navigating intercultural contexts

- Adapt in intercultural exchanges

Reading and viewing

- Understanding texts

Speaking and listening

- Listening

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LH8C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LH8C04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations)

(see Grammar)

- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

Vocabulary

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

Comprehension

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

Processes

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

Vocabulary

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

Processes

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

Vocabulary

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LH8C04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience
- responds to highly complex texts (see Text complexity)
- identifies and paraphrases key points of a speaker's arguments
- describes how listening skills should be applied, according to purpose
- evaluates strategies used by the speaker to elicit emotional responses
- explains any shift in direction, line of argument or purpose made by the speaker
- adopts and re-uses complex abstractions heard in texts
- explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LH8C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

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Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LH8C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that

approaches may change depending on the subject or learning area

- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LH8C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

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- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LH8C04

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- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
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AC9LH8C05

and present spoken, written and , informative and imaginative for specific , selecting vocabulary, expressions, grammatical structures, features and appropriate to type and

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Elaborations

- representing Hindi digitally in with the use of a Hindi keyboard and online tools
- presenting a personal on a shared learning experience such as a documentary on an environmental or community issue such as conservation or homelessness
- developing a presentation for a young Hindi-speaking on the distinctive features of the Australian landscape, history, peoples or
- creating a print or digital poster in Hindi to promote travel to a significant cultural location

- and performing a play, cultural demonstration or skit for a school or community event, using Hindi for the and English for supporting explanations, for example, the first day at a new school, participating in a festival, or appearing on an Indian reality show
- creating informative such as notices, web posts, flyers or posters to promote and inform others about events or school news, such as a new canteen menu, the school dance, Harmony Day, for example, ██████████ ████████ ██████████ ██████████ ██████████! ███ ████████ ██████████ ██████████!
- reporting on experiences of events associated with cultural expression and traditions, using formats such as personal recounts, secure blogs or digital presentations, for example, ██████████ ██████████ ██████████; ██████████ ██████████
- animating their own imaginative fables, picture books, stories or cartoons in Hindi with embedded morals and to present to younger , using techniques, and themes to and excite, for example, ██████████ ██████████ – ██████████ ██ ██████████ ██████████ ██████████ ██████████ ██████████
- and performing for specific and , such as jingles or digital animations, interpretations of poems for a public recitation or a competition, or to new interest in existing or imagined products
- using literary devices in , such as , similes and , to an and meaning, for example, ██████████ ██████████, ██████████-█████████, ██████████ ██████████, ██████████ ██████████ ██████████, ██████████ ██████████ ██████████
- performing imaginative representations of , and feelings, for example, ██████████; ██████████; ██████████, using . and props to build and to explore relationships and emotions

create and present spoken, written and multimodal, informative and imaginative texts for a range of purposes, selecting vocabulary, expressions, grammatical structures, features and language appropriate to text type and context

General capabilities and cross-curriculum priorities

Creating and exchanging

- Create, communicate and collaborate

Speaking and listening

- Speaking

Writing

- Creating texts
- Creating texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Futures

- Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

Systems

- Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

Creating and exchanging

- Create, communicate and collaborate

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for,

Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

Social management

- Communication
- Collaboration

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Generating

- Create possibilities

Social management

- Communication

Generating

- Create possibilities

Social management

- Communication

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Collaboration

Resources

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LH8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LH8C05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

Crafting ideas

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

Crafting ideas

- creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
- includes a range of alternative viewpoints in spoken texts, where appropriate
- controls and manipulates a sophisticated range of language features to affect the audience
- uses a range of rhetorical devices and humour to engage an audience
- references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
- delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LH8C05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)
- selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)
- orients the reader to the topic or concept using a definition or classification
- develops ideas with details and examples
- uses ideas derived from research
- uses written and visual supporting evidence

Text forms and features

- uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)

- uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")
- includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)
- uses language to compare (e.g. "alternatively", "whereas")
- uses formatting appropriately to reference and label graphics

Vocabulary

- uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")
- uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

Crafting ideas

- creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)
- creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)
- orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)
- intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)
- uses evidence and research including digital resources to expand upon information and elaborate concepts

Text forms and features

- varies sentence structure for effect (see Grammar)
- judiciously uses language, visual and audio features to emotionally or intellectually affect the reader
- uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")
- creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")
- uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

Vocabulary

- uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")
- uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")
- uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

Crafting ideas

- creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities
- uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)
- creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)
- uses evidence and references
- creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

Text forms and features

- maintains tone appropriate to the audience
- uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

Vocabulary

- uses complex abstractions (e.g. "economic", "sociocultural")

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LH8C05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories)
- selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication)
- uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism)
- uses actions and events to develop the character
- orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion)
- creates a cohesive text by integrating narrative elements (e.g. character, setting and events)

Text forms and features

- uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms)
- includes salient visual and audio features to enhance the text
- intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. "Kokou must be hungry. But he was not [hungry].")
- selects a point of view appropriate to the purpose and audience
- uses figurative devices such as personification and metaphor (e.g. "the fairy lights danced along the street")

Vocabulary

- uses vivid and less predictable vocabulary to affect the reader (e.g. "stroll", "prowl" for "walk")
- uses words to create imagery (e.g. "the wind whistled and swirled around her")
- uses vocabulary to evoke humour (e.g. pun)

Crafting ideas

- creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective)
- includes relevant, rich, evocative description
- uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere
- intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)
- generates, selects and crafts ideas to support a theme
- selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional representation of a real event)

Text forms and features

- uses language features to engage reader (e.g. uses sensory imagery to build atmosphere)
- uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor)
- includes visual and audio resources to evoke mood or atmosphere of text
- varies sentence structure for effect (see Grammar)

Vocabulary

- uses words that create connotations (e.g. "startled", "dismayed")
- uses language that evokes an emotional response (e.g. "a piercing scream echoed through the valley")

Crafting ideas

- creates sustained texts that develop more abstract themes or concepts in imaginative ways
- uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to reinforce a point or create a rhythmic flow)
- develops an imaginative text around a theme or social issue

Text forms and features

- uses stylistic features for effect (e.g. narrates from an omniscient point of view)
- uses recurring imagery for cohesion
- uses language to create humour (e.g. irony, satire)
- uses complementary noun and verb groups (e.g. "Through narrowed eyes she scrutinised the haggard

face.") (see Grammar)

Vocabulary

- uses vocabulary for precision (e.g. "shrouded" for "covered")
- uses figurative language to create subtle and complex meaning (e.g. "offering a silent prayer to the deaf sky")

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LH8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LH8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on relationship between cultures and identities

Content description

AC9LH8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LH8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9LH8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and

barriers to, effective verbal and non-verbal communication

- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LH8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LH8C05

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

- Speaking

Social management

- Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Resources

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LH8U01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

Crafting ideas

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)

- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

Crafting ideas

- creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
- includes a range of alternative viewpoints in spoken texts, where appropriate
- controls and manipulates a sophisticated range of language features to affect the audience
- uses a range of rhetorical devices and humour to engage an audience
- references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
- delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH8U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH8U01

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The following continuum extract shows the alignment of the continuum with this content.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Communication

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Resource – Hindi language resource

Hindi

Language support resource

The Hindi Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Hindi. It is optional and includes illustrative examples of language and language use.

Introduction

The resource provides suggestions for sequential development in 2 parts:

- Part 1 – language features and structures
- Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language

Language features and structures

Thematic contexts for language use

Download

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Social management

- Communication

Resources

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LH8U02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Grammatical accuracy

- makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

Group and word level

- uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")
- adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")
- creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")
- uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")
- uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

Sentence level

- selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect
- uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

Whole text level

- uses cohesive devices to alert the reader about how the text is unfolding (e.g. foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)

Grammatical accuracy

- writes well-structured texts, rarely making grammatical errors

Group and word level

- presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")
- selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description
- uses nominalisations to create concise noun groups/phrases
- intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")
- maintains subject-verb agreement in complex sentences

Sentence level

- crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice
- makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

Whole text level

- uses a wide range of cohesive devices such as text connectives that link sentences and paragraphs, and patterns of meaning (e.g. part-whole, class-subclass, compare-contrast, cause and effect)

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH8U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH8U02

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Personal and Social capability: Social management: Communication

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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The following continuum extract shows the alignment of the continuum with this content.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

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- apply skills to address factors that influence verbal and non-verbal communication

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives

Content description

AC9LH8U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH8U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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AC9LH8U03

reflect on similarities and differences between Hindi and English and features, using

-
-

Elaborations

- recognising how and style in Hindi and English vary according to , and intended , for example,

comparing a formal presentation at Speech Day with an email to a close friend

- teaching younger students or non-Hindi speakers about some key differences between the Hindi and English , using simple and support resources such as flash cards, diagrams, charts or tables
- creating and comparing their own examples of Hindi and English , such as horoscopes, prayers or weather forecasts, explaining their choice of particular or organisation
- reflecting on similarities and differences between Hindi and English and style in a range of , for example, in songs, artistic graffiti and event invitations
- reflecting on the use of colloquial or abbreviated in technology and social media, for example, by email or phone, and the use of borrowed from other
- building , in Hindi and English, to discuss and describe grammatical concepts and to organise learning resources such as charts, vocabulary lists, groups of , and

Students learn to:

reflect on similarities and differences between Hindi and English language structure using metalanguage

(AC9LH8U03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LH8U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LH8U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LH8U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Critical and Creative Thinking: Analysing: Interpret concepts and problems

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AC9LH8U04

reflect on and explain how is shaped by (s), (s), , and

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-

Elaborations

- recognising the importance of learning and using different to access the cultural practices, , and of others, and identifying assumptions and , for example, associating Hindi speakers with a particular religion
- identifying cultural distinctions using and expressions that reflect family or community , for example, forms of such as ■■■■■■■■, ■■■■■■■■, ■■ ■■■■■■■■? ■■■■ ■■■■■■■■? or the practice of using the English terms 'Auntie' or 'Uncle' when addressing older people
- identifying expressions used in news reports or sports commentaries that reflect traditional and include cultural connotations, for example, references to gods and legendary heroes, such as ■■■■ ■■■■■■■■■■ ■■ ■■■■■■■■ ■■■ ■■ ■■■■■■■■■■ ■■■■ ■■■■ ■■■■■■■■■■ ■■■■■■■■■■ ■■■■ ■■■■
- examining, in Hindi or English, how First Nations Australians' have strong connections to and how these can be compared to variation across Hindi-speaking countries and regions/regional
- exploring how and ideals such as truth, duty or loyalty are embedded in traditional Hindi fables and legends, such as brotherly love or the concept of the obedient/dutiful child in the stories ■■■■ ■■ ■■■■■■■■■■, ■■■■■■■■■■ ■■■■■■■■■■
- reflecting on choices they make when with friends who also speak both Hindi and English, identifying instances when they move between for either practical or cultural reasons, for example, using Hindi to talk about family experiences, rituals or relationships, using English to talk about schoolwork, music or films
- discovering changes in Hindi and over time and how they relate to , for example, the emergence of 'Hinglish' and new used by younger generations
- using a reflective journal to record and compare when and why they consciously choose to use Hindi or English, considering whether their ways of communicating change between , for example, noticing people's reactions, watching for signals of misunderstanding, being mindful of different
- comparing representations of customs and across through visual and performing arts, for example, by comparing different traditions present in Australia
- investigating different forms and functions of multilingualism, considering how perceptions and ways of communicating are shaped by cultural viewpoints and , for example, the mixing of such as

Hindi, Urdu, Punjabi and English in Bollywood and song lyrics

Students learn to:

reflect on and explain how identity is shaped by language(s), culture(s), attitudes, b values

(AC9LH8U04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

- Communicate responsively

Navigating intercultural contexts

- Respond to biases, stereotypes, prejudices and discrimination

Knowing Asia and its diversity

- People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

People

- Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia. Aboriginal Peoples are the first peoples of Australia and have occupied the Australian continent for more than 60,000 years. Torres Strait Islander Peoples are the First Nations Peoples of the Torres Strait and have occupied the region for over 4,000 years.

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

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Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Understanding Asia's global significance

- The peoples of Asia shape human endeavour through aesthetic, creative, political, sporting, economic, technological and scientific domains.

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LH8U04

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LH8U04

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Snapshot – Respond to biases, stereotypes, prejudices and discrimination

Intercultural Understanding: Navigating intercultural contexts: Respond to biases, prejudices and discrimination

Content description

AC9LH8U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect
- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts
- apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on relationship between cultures and identities

Content description

AC9LH8U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LH8U04

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- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
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- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives

Content description

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives