

## (no-code)

and in familiar and some unfamiliar to ideas, opinions and experiences about their own and others' personal worlds

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### Elaborations

- initiating and sustaining small talk, such as discussing the weather, for example, ■■■ ■■■ ■■■? / ■■■ ■■■ ■■■. / ■■■ ■■■ ■■■? ■■■ ■■■?
- describing ideas and offering opinions, for example, giving reasons for statements, ■■■ ■■■■■ ■■■■■ ■■■■
- sharing ideas with peers about topics of interest and seeking their opinions, for example, ■■■ ■■■■■ ■■■. ■■■ ■■■ ■■■ ■■■■■. ■■■ ■■■■?
- posing and responding to about future plans and aspirations, for example, ■■■■■ ■■■■?, ■■■ ■■■ ■■■ ■■■■ ■■■■
- participating in discussions with peers, using strategies such as asking for clarification/ , for example, ... ■/■/■/■ ■■■■■? ■■■ ■■■ ■■■, and indicating concession, for example, ■■■■
- sustaining responses by providing detail such as listing and describing , for example, ■■ ■■■ ■■■■ ■■■■ ■■■ ■■, and responding to hypothetical situations, for example, ■■ ■■ ■■■ ■■?
- initiating a conversation by using expressions appropriate to the and the , for example, ■■ ■■■ ■■?, ■■■ ■■?, ■■■ ■■■ ■■■■?
- developing conversation on topics of mutual interest, for example, ■■■ ■■■ ■■■? / ■, ■■■ ■■■ ■■■■ ■■■ ■■■. / ■■■ ■■■ ■■■? / ■■ ■■■ ■■ ■■■ ■■■■.

Students learn to:

**initiate and sustain interactions in familiar and some unfamiliar contexts to exchange opinions and experiences about their own and others' personal worlds**

(AC9LK10EC01)

### General capabilities and cross-curriculum priorities

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

#### Speaking and listening

- Interacting

#### 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

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- Communication

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- Communication

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- Communication

#### Social management

- Communication

#### Resources

#### Work Samples

## **WS03 - ■■ ■■ ■■ (My school life)**

### **Snapshot – Interacting**

#### **Literacy: Speaking and listening: Interacting**

##### **Content description**

AC9LK10EC01

##### **Learning progression extract**

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

- 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 – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LK10EC01

##### **Continuum extract**

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

- 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**

AC9LK10EC01

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##### **Content description**

AC9LK10EC01

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AC9LK10EC01

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**Personal and Social capability: Social management: Communication**

## **Content description**

AC9LK10EC01

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## **Content description**

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## Resource – Korean language resource

### Korean

#### Language support resource

The Korean Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Korean. 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 Korean 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

## Resource – WS03 - ■■ ■■ ■■ (My school life)

By the end of Year 10, students initiate and sustain Korean language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Korean or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Korean to create texts.

Students apply features of the Korean sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Korean, to discuss how this learning influences their ideas and ways of communicating.

### AC9LK10EC01

initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, opinions and experiences about their own and others' personal worlds

### AC9LK10EU01

apply features of the Korean sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts

## AC9LK10EU02

select and use structures and features of the Korean grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts

## AC9LK10EC02

use Korean in to , offer opinions and compare and discuss ideas

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### Elaborations

- giving and following instructions such as ■■■ ■■■ ■■■ ■■■■■, ■■■ ■■■■, and requesting clarification, for example, ■■■ ■■■■ ■■■■; ■■■ ■■■■■?
- checking for and indicating understanding, for example, ■■■■■? / ■, ■■■■■/■■■■, ■■■■■■
- asking for and making suggestions relating to shared , for example, ■■■■ ■■ ■■■■■■■? ...■■■ ■■ ■■■■
- sharing information about similar topics of interest, for example, opinions about current music and bands, popular television series or movies
- watching a documentary on global issues such as ■■■, ■■■, and using descriptive and expressive to on the topic
- participating in reflective and evaluations of classroom experiences, using such as ■■■■ ■■■■■?, ■■■■■ ... , ■■■ ... , ■■■■, -(■)■/■ ■■■■

Students learn to:

**use Korean language in exchanges to question, offer opinions and compare and discuss ideas**

(AC9LK10EC02)

### General capabilities and cross-curriculum priorities

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

#### Speaking and listening

- Interacting

#### 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

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- Communication

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- Communication

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- Communication

#### Social management

- Communication

#### Social management

- Communication

#### Resources

#### Snapshot – Interacting

#### Literacy: Speaking and listening: Interacting

#### Content description

AC9LK10EC02

#### Learning progression extract

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

- 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 – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LK10EC02

##### **Continuum extract**

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

- 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**

AC9LK10EC02

##### **Continuum extract**

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

- 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 – Communication**

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AC9LK10EC02

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AC9LK10EC02

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AC9LK10EC02

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### Snapshot – Communication

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#### Content description

AC9LK10EC02

### Continuum extract

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

- 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

### AC9LK10EC03

**use non-verbal, spoken and written to discuss, plan and reflect on , events and experiences with peers**

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#### Elaborations

- presenting a poster or to peers to introduce a social or environmental issue such as ■■■ ■■■■ or ■■■, using appropriate
- planning for an event or scenario, such as collaboratively arranging a class excursion, birthday party, or using transport, for example, ■■■■ ■■ ■■ ■ ■ ■■■■, ■■ ■■■■? / ■■■■ ■■■■. ■■■■ ■■■■
- discussing plans or chores and daily needs with a host family, for example, ■■■■ ■■■■, ■■ ■■ ■■ ■■ ■ ■■■, ■■ ■■■■ ■■■■ ■■■■?
- applying for opportunities or reflecting on participation in events such as a contest, student program, scholarship or fundraising, for example, ■ ■ ■■ ■■■■ ■■ ■ ■■■■. ■■■■ ■■■■ ■■■■ ■■■■, ■■ ■■■■ ■■■■ ■■■■ ■■■■, ■■■■ ■■? , ■■ ■ ■■■■ ■■■■. ■■ ■■■■
- conducting transactions in or simulated situations, for example, purchasing goods such as clothes, food, or stationery in a Korean shop and checking the receipt to confirm the price and information relating to the purchase ■ ■■■■ ■■■■?, ■■■■ ■■■■ ■■ ■■■■. ■ ■ ■■■■ ■■ ■■■■, ■ ■■■■, ■■■■ ■ ■■ ■■■■
- asking advice from others to plan for situations such as seeking medical treatment, for example, ■■■■ ■■ ■■■■. ■■■■ ■■ ■■?

Students learn to:

**use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities and experiences with peers**

(AC9LK10EC03)

#### General capabilities and cross-curriculum priorities

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

#### Speaking and listening

- Interacting

## **Social management**

- Communication
- Collaboration

## **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
- 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.

## **Social management**

- Communication
- Collaboration

## **Social management**

- Communication
- Collaboration

## **Social management**

- Communication
- Collaboration

## **Social management**

- Communication
- Collaboration

## **Social management**

- Communication
- Collaboration

## **Resources**

### **Snapshot – Interacting**

#### **Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9LK10EC03

#### **Learning progression extract**

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

- 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
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- 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
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- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

#### **Content description**



AC9LK10EC03

### **Continuum extract**

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

- 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**

AC9LK10EC03

### **Continuum extract**

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

- 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**

AC9LK10EC03

### **Continuum extract**

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

- 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

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## AC9LK10EC04

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

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- 

### Elaborations

- organising, categorising, and reporting information to inform particular , selecting modes of presentation such as tables, concept maps, web postings and charts
- viewing detailing lifestyles in diverse Korean-speaking communities, identifying features of local lifestyles that reflect modernity or tradition, and evaluating the information for relevance, appropriateness, and significance
- recording and synthesising information from Korean media such as television programs, reports, interviews, video clips, documentaries and social networks, for example, learning about Korean food and presenting on that topic in
- to or First Nations Australians' stories in English, and creating a profile of them in Korean
- identifying key ideas, messages, main events and in a and creating a new scene, story development or video clip, for example, an ending to a story or dialogue
- from and explaining to others the meaning and cultural references of unfamiliar or expressions such as , for example, ■■■ ■, ■■ ■■, ■■ ■■, ■■ ■■
- to, and viewing in various modes, and responding by making connections with own experiences, for example, ■■ ... ■ ■■ ■■■■, and expressing opinion, ■■■■ ... -(■)■/■ ■ ■■■■
- to, and viewing stories such as Korean folktales, for example, ■■ ■ ■■■■■■ or ■■ ■■, and discussing associated ideas and , for example, towards greed, jealousy or loyalty, considering how these relate to contemporary societies and personal experiences of /s

Students learn to:

**interpret information, ideas and perspectives in a wide range of spoken, written and**

# **texts and respond appropriately to cultural context, purpose and audience**

(AC9LK10EC04)

## **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 .

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **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

#### **Inquiring**

- Identify, process and evaluate information

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Resources**

#### **Snapshot – Adapt in intercultural exchanges**

##### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

##### **Content description**

AC9LK10EC04

##### **Continuum extract**

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

- 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**

AC9LK10EC04

##### **Learning progression extract**

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

##### **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**

AC9LK10EC04

#### **Learning progression extract**

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

- 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**

AC9LK10EC04

#### **Continuum extract**

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

- 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**

AC9LK10EC04

#### **Continuum extract**

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

- 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**

AC9LK10EC04

#### **Continuum extract**

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

- 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**

AC9LK10EC04

#### **Continuum extract**

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

- 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**

AC9LK10EC04

##### **Continuum extract**

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

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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 – Identify, process and evaluate information**

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

##### **Content description**

AC9LK10EC04

##### **Continuum extract**

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

- 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**

AC9LK10EC04

##### **Continuum extract**

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

- 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 – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

##### **Content description**

AC9LK10EC04

##### **Continuum extract**

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

- 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

### **AC9LK10EC05**

**apply strategies to interpret and non-verbal, spoken and written and to meaning and understanding in familiar and unfamiliar**

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## Elaborations

- translating short such as announcements, notices, songs, advertisements or extracts from stories and films, considering and reflecting on how cultural elements are encoded in , for example, the use of terms, titles and terms of , and the way of answering negative such as ■■■■? ■, ■■■■ / ■■■■, ■■■■, ■■ ■■ ■■■■? / ■, ■■■■
- using dictionaries to support the , including 'back , considering why a or expression does or does not readily, and reflecting on possible ways to and expressions without losing their original meaning, for example, ■■■, ■■ ■ ■■ ■■■■, ■/■/■
- comparing a Korean and English version of a familiar such as instructions or a children's story, to determine the ages of intended and any differences in , such as relationships and the degree of formality, noticing how these are taken into account differently in the translated and original versions, for example, ■■ ■■■■ ■■■■ ■■■■. ■ ■■■■ ...
- reflecting on diverse interpretations of everyday use in Korean, including and , and identifying Korean cultural elements, making comparisons with own , such as inferring based on whether expressions are greetings or genuine , for example, ■■ ■■?, ■ ■■■■?, ■■■■ ■■■■?
- producing in different formats, including digital such as captioned photos, notices, signs and instructions, for particular in familiar such as in Korean or Australian schools, highlighting key terms and expressions associated with the , for example, ■■, ■■, ■■, ■■, ■■, ■■ ■■, ■■ ■■, ■■
- developing to inform others in the local community about events, such as a poster to announce a lunchtime concert or fundraising food stall, a display for a local venue such as a library, youth club or market stall, for example, ■■ ■■■■ ■■■■!, ■■■■ ■■■■, ■■■■ ■■■■ ■■■■
- identifying differences in use, such as in different social and cultural , and relating those differences to the roles and relationships of participants in the , for example, noticing the differences between ■■■■? versus ■■?, ■■■■ ■■■■ versus ■ ■
- examining variations in used in face-to-face and written and digital , particularly noticing colloquial and how it differs from standard forms, such as more frequent use of , acronyms, omission of particles and informal style, for example, ■■■ ■■? versus ■ ■■?, ■■■■ versus ■■ /■■■

Students learn to:

**apply strategies to interpret and translate non-verbal, spoken and written interaction**  
**convey meaning and intercultural understanding in familiar and unfamiliar contexts**

(AC9LK10EC05)

## 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

### Analysing

- Interpret concepts and problems

### Analysing

- Interpret concepts and problems

### 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**

AC9LK10EC05

#### **Continuum extract**

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

- 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**

AC9LK10EC05

#### **Learning progression extract**

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

#### **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**

AC9LK10EC05

#### **Learning progression extract**

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

- 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**

AC9LK10EC05

#### **Continuum extract**

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

- 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**

AC9LK10EC05

#### **Continuum extract**

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

- 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 – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9LK10EC05

#### **Continuum extract**

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

- 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**

AC9LK10EC05

#### **Continuum extract**

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

- 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**

AC9LK10EC05

#### **Continuum extract**

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

- 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**

AC9LK10EC05

#### **Continuum extract**

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

- 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**

AC9LK10EC05

#### **Continuum extract**

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

- 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

## Content description

AC9LK10EC05

### Continuum extract

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

- 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

## AC9LK10EC06

**spoken, written and , informative and imaginative , selecting vocabulary, expressions, grammatical structures and textual for familiar and some unfamiliar and , to different**

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### Elaborations

- presenting orally in Korean with visual aids on cultural or social topics such as festivals, school life or environmental topics, for example, using flow charts and tables or captioned photographs to present on recycling, sustainability or ‘zero waste’
- presenting information on specific cultural practices associated with Korean-speaking communities such as how Korean-speaking communities celebrate festivals, for example, ■■ or ■■
- creating such as brochures, cartoons, notices, blogs or video clips to introduce Australian or lifestyle to Korean-speaking friends, parents or peers on secure social networking websites, or to the general public, for example, ■■■ 12■■ 1■■ ■■ ■■■. ■■■ ■■■ ...
- a journal entry, or contributing to a school newsletter in Korean reflecting on the impact of a visit to a significant cultural location on a First Nations , and, with permission, referring to cultural knowledge of the site
- such as short films, posters, comics or short stories about real or imaginary people, places or experiences, for example, setting a story in the past or future, creating a new species, a new planet, space travel or virtual reality
- information about different viewpoints on topics of interest such as etiquette, health or technological issues, for example, ■■ ■■■ ■■■■, ■■■■■ ■ ■■ ■■.
- creating and presenting such as role-plays or skits based on stories and scenarios that involve related to time, for example, ■■■, ■■■, ■■■, ■■■■, ■, and emotional expression, for example, ■■■■, ■■■■■, ■■■■, ■■■■
- creating a range of to entertain specific , for example, songs and video clips, skits, graphic stories for peers, children’s books and cartoons suitable for younger learners of Korean
- illustrating and captioning real or imaginative stories in various formats such as cartoons, graphic stories or photo stories, using descriptive and expressive , for example, ■■■■ ■■■■ ■■■ ■■■■■, ■■■ ■■■■, ‘■, ■■■!’, ‘■■, ■■ ■■!’
- explaining to others a procedure or practice, for example, a recipe, the rules of a sport or a board game, instructions on caring for a pet/animal, or fashion tips, by giving priority to classified information using ■ ■■ ..., ■ ■■, ..., ■■■■■ ...

Students learn to:

**create spoken, written and multimodal, informative and imaginative texts, selecting expressions, grammatical structures and textual conventions for familiar and some contexts and purposes, to engage different audiences**

(AC9LK10EC06)

### General capabilities and cross-curriculum priorities

This content description connects to the following 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 .

### **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.

### **Social management**

- Communication

### **Social management**

- Communication

### **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

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

## **Resources**

## **Work Samples**

### **WS01 - ■■ ■■ ■■■ (Cucumber side dish recipe)**

## **Snapshot – Create, communicate and collaborate**

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

#### **Content description**

AC9LK10EC06

#### **Continuum extract**

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

- 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**

AC9LK10EC06

#### **Learning progression extract**

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

content.

### **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**

AC9LK10EC06

#### **Learning progression extract**

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

#### **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**

AC9LK10EC06

#### **Learning progression extract**

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

#### **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 – Communication**

#### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LK10EC06

#### **Continuum extract**

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

- 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**

AC9LK10EC06

#### **Continuum extract**

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

- 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**

AC9LK10EC06

#### **Continuum extract**

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

- 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**

AC9LK10EC06

#### **Continuum extract**

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

- 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**

AC9LK10EC06

#### **Continuum extract**

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

- 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**

AC9LK10EC06

##### **Continuum extract**

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

- 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**

AC9LK10EC06

##### **Continuum extract**

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

- 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**

AC9LK10EC06

##### **Continuum extract**

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

- 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**

AC9LK10EC06

##### **Continuum extract**

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

- 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

### **Resource – WS01 - ■■ ■■ ■■■ (Cucumber side dish recipe)**

By the end of Year 10, students initiate and sustain Korean language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Korean or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Korean to create texts.

Students apply features of the Korean sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and

cultural identity, and draw on their experience of learning Korean, to discuss how this learning influences their ideas and ways of communicating.

## AC9LK10EC06

create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences

## AC9LK10EU02

select and use structures and features of the Korean grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts

## AC9LK10EU01

**apply features of the Korean sound system, including , , , and , and show how these are represented in familiar and some unfamiliar**

- 
- 

### Elaborations

- pronouncing assimilated , for example, [ ] [ ], [ ] [ ], [ ] [ ]
- recognising and using patterns appropriately to separate , such as placing on the , for example, [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]
- pronouncing in a , making appropriate changes to the sounds on boundaries according to rules, for example, pronouncing [ ] as [ ], [ ] as [ ], [ ] as [ ], [ ] as [ ] and [ ] as [ ]
- understanding that can be placed on different parts of a to different meanings, for example, [ ] [ ] [ ]? “Where does it hurt?”, [ ] [ ] [ ] ? “Are you unwell?”

Students learn to:

**apply features of the Korean sound system, including pitch, rhythm, stress, pronunciation, intonation, and show how these are represented in familiar and some unfamiliar contexts**

(AC9LK10EU01)

### General capabilities and cross-curriculum priorities

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

#### Resources

#### Work Samples

#### WS03 - [ ] [ ] [ ] (My school life)

#### Snapshot – Speaking

#### Literacy: Speaking and listening: Speaking

#### Content description

AC9LK10EU01

## Learning progression extract

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

### 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

AC9LK10EU01

#### Continuum extract

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

- 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

AC9LK10EU01

#### Continuum extract

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

- 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

AC9LK10EU01

recognising and using stress patterns appropriately to separate clauses, such as placing stress on

the conjunction word, for example, ■■ ■■■■■ ■■ ■■ ■■ ■■ ■■■■■

### **Continuum extract**

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

- 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**

AC9LK10EU01

#### **Continuum extract**

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

- 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**

AC9LK10EU01

understanding that stress can be placed on different parts of a sentence to create different meanings, for example, ■■■■ ■■■■? “Where does it hurt?”, ■■■■ ■■■■ ? “Are you unwell?”

#### **Continuum extract**

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

- 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

### **Resource – Korean language resource**

## **Korean**

### **Language support resource**

The Korean Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Korean. 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 Korean 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

## Resource – WS03 - ■■■ ■■■ ■■■ (My school life)

By the end of Year 10, students initiate and sustain Korean language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Korean or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Korean to create texts.

Students apply features of the Korean sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Korean, to discuss how this learning influences their ideas and ways of communicating.

### AC9LK10EC01

initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, opinions and experiences about their own and others' personal worlds

### AC9LK10EU01

apply features of the Korean sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts

### AC9LK10EU02

select and use structures and features of the Korean grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts

## AC9LK10EU02

**select and use structures and features of the Korean grammatical and systems to enhance meaning and spoken, written and**

- 
- 

### Elaborations

- recognising and using expressions that show intentions and probability, for example, –■■■■ “I intend to ...” versus –(■)■ ■■■■ “it seems likely that ...”
- using spacing rules to intended meaning in written Korean, for example, ■■■■■■■■■ versus ■■■ ■■ ■■■■ versus ■■ ■■■ ■■■
- recognising the difference between the personal ■ and ■ to refer to themselves and using them appropriately according to the , for example, peers or adults
- using a range of particles for appropriate grammatical functions, for example, –(■)■, –■ (■), –■, –■■ and –■■, –(■)■, –■/■, – ■■/–■
- understanding and applying the rules for using some irregular such as ■■ (■■), ■■■ (■■), ■■■ (■■■■), ■■■ (■■), ■■■ (■■), ■■■■■ (■■■■)
- communicating reasons or of things by using nominalisation in set , for example, –■ ■■■, –■ ■■(■)
- recognising levels of politeness and formality in speech, for example, formal polite ■■■, informal polite ■■, casual ■, formal ■■■■
- asking and answering negative , for example, ■■■ ■■■? ■■■, ■ ■■■ versus ■■■, ■■ ■■■■/■■ ■■■■
- extending their responses by linking ideas and sequences using conjugations such as –■/■, –■, –(■)■, –■■, –■■
- using descriptive to modify , for example, ■■ ■, ■■ ■
- communicating about other people's using indirect speech form –■/(■)■■ ■■

Students learn to:

# **select and use structures and features of the Korean grammatical and writing system to convey meaning and create spoken, written and multimodal texts**

(AC9LK10EU02)

## **General capabilities and cross-curriculum priorities**

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

### **Writing**

- Grammar

### **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

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Resources**

### **Work Samples**

#### **WS01 - ■■■■■ (Cucumber side dish recipe)**

#### **WS03 - ■■■■■ (My school life)**

### **Snapshot – Grammar**

#### **Literacy: Writing: Grammar**

#### **Content description**

AC9LK10EU02

#### **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**

AC9LK10EU02

#### **Continuum extract**

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

- 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**

AC9LK10EU02

#### **Continuum extract**

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#### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LK10EU02

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#### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

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AC9LK10EU02

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#### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

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#### **Snapshot – Communication**

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#### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LK10EU02

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#### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**



## **Content description**

AC9LK10EU02

### **Continuum extract**

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

- 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 – Communication**

**Personal and Social capability: Social management: Communication**

## **Content description**

AC9LK10EU02

### **Continuum extract**

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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### **Continuum extract**

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

- 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**

AC9LK10EU02

### **Continuum extract**

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

- 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**

AC9LK10EU02

### **Continuum extract**

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

- 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

### **Resource – WS01 - ■■ ■■ ■■■ (Cucumber side dish recipe)**

By the end of Year 10, students initiate and sustain Korean language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Korean or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Korean to create texts.

Students apply features of the Korean sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Korean, to discuss how this learning influences their ideas and ways of communicating.

## AC9LK10EC06

create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences

## AC9LK10EU02

select and use structures and features of the Korean grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts

## AC9LK10EU03

**reflect on and evaluate Korean , using to discuss and features**

- 
- 

### Elaborations

- analysing differences in and style when using in different , and how grammatical choices, and images combine in to achieve particular and effects, for example, using ■ instead of ■ in an advertisement to appeal to a certain target
- a rationale for a short student-created print or digital , with a focus on evaluating the strategies used to achieve their , for example, using casual to appeal to a younger
- , explaining and using textual such as , abbreviations and acronyms in messages, for example, discussing in English how acronyms or short forms of are used in Korean and how these forms reflect people's changing lifestyles
- exploring and identifying basic cohesive devices in , such as consistent use of the informal polite ending —■/■ and the agreement of elements such as particles, and in a , for example, ■■■■ ■■ ■■■■, ■■■■ ■■■■, ■■■ ■■■■?
- evaluating the of conjunctive , for example, ■■■■, ■■■■, ■■■■, ■■■■, ■■■■ and conjunctive such as clausal , —■, —■/■■■, —(■)■
- analysing linguistic choices in situations of potential conflict involving an apology and acceptance, for example, comparing ■■■■■■ and ■■■■■■

Students learn to:

**reflect on and evaluate Korean texts, using metalanguage to discuss language struc**

(AC9LK10EU03)

### 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

#### 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 .

#### Inquiring

- Identify, process and evaluate information

#### Engaging with cultural and linguistic diversity

- Communicate responsively

#### Engaging with cultural and linguistic diversity

- Communicate responsively

## Resources

### Work Samples

#### Snapshot – Identify, process and evaluate information

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

###### Content description

AC9LK10EU03

###### Continuum extract

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

- 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 – Communicate responsively

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

###### Content description

AC9LK10EU03

###### Continuum extract

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

- 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 – Identify, process and evaluate information

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

###### Content description

AC9LK10EU03

###### Continuum extract

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

- 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 – Communicate responsively

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

###### Content description

AC9LK10EU03

###### Continuum extract

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

- 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 – Communicate responsively**

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

#### **Content description**

AC9LK10EU03

#### **Continuum extract**

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

- 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

## **AC9LK10EU04**

**reflect on and explain how is shaped by (s), (s), , and , and how these affect ways of communicating**

- 
- 

#### **Elaborations**

- with Korean-speaking people, noticing social norms and practices such as the social use of terms, personal space, gender roles, respect for people older than themselves, boyfriend or girlfriend relationships, same-sex hand-holding, and acceptable topics of conversation, for example, ■■■■■? and considering own reactions to these practices
- describing their experience of in person or secure virtual involving Korean and , for example, face-to-face with community members through excursions or at Korean festivals, web-chatting or other forms of social networking
- monitoring, recording and reflecting on experiences, examining aspects that were expected or unexpected, comfortable or uncomfortable, successful or unsuccessful, and considering possible reasons for their own reactions, for example, students reflect on how they feel when they bow as a greeting
- reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of with a First Nations Australian, to present in Korean to a group of Korean-speaking visitors at a school assembly
- recognising that social such as politeness can be expressed differently in different , and understanding features of Korean etiquette that may not be confined to , for example, avoiding direct refusal, waiting to be invited to eat or drink and expressing gratitude through actions rather than , for example, limited use of ■■■■■ and ■■■■■
- gathering examples of (s) used by various people in different , including the Korean spoken in different social/age groups and in different places, and discussing how the examples reveal aspects of
- discussing the challenges and rewards they experience during and how learning and using Korean has challenged their own preconceptions or and helped them to revise their own
- understanding how the creation of hangeul in 15th century Korea responded to the need for a system reflecting the sound system of spoken Korean, and reflecting on how the invention of hangeul has had an impact on Korean and and people's everyday lives up until now
- discussing possible reasons for changes in Korean use, such as globalisation, exposure to other , changing of use and the development of digital technology
- discussing how the Korean uses or adapts from other , and considering the advantages and disadvantages of blending

Students learn to:

**reflect on and explain how identity is shaped by language(s), culture(s), attitudes, b values, and how these affect ways of communicating**

(AC9LK10EU04)

#### **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**

- Develop multiple perspectives

### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

### **Social awareness**

- Empathy

### **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**

- Develop multiple perspectives

### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

### **Knowing Asia and its diversity**

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

### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

### **Social awareness**

- Empathy

### **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.

### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

### **Knowing Asia and its diversity**

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

### **Navigating intercultural contexts**

- Respond to biases, stereotypes, prejudices and discrimination

### **Social awareness**

- Empathy

### **Knowing Asia and its diversity**

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

### **Resources**

### **Work Samples**

## **Snapshot – Develop multiple perspectives**

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

#### **Content description**

AC9LK10EU04

#### **Continuum extract**

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

- 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 – Reflect on the relationship between cultures and identities**

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

## **relationship between cultures and identities**

### **Content description**

AC9LK10EU04

### **Continuum extract**

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

- 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 – Empathy**

#### **Personal and Social capability: Social awareness: Empathy**

### **Content description**

AC9LK10EU04

### **Continuum extract**

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

- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

### **Snapshot – Develop multiple perspectives**

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

### **Content description**

AC9LK10EU04

### **Continuum extract**

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

- 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 – 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**

AC9LK10EU04

### **Continuum extract**

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

- 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 – Develop multiple perspectives**

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

### **Content description**

AC9LK10EU04

### **Continuum extract**

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

- 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 – Empathy**

### **Personal and Social capability: Social awareness: Empathy**

#### **Content description**

AC9LK10EU04

#### **Continuum extract**

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

- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

## **Snapshot – Develop multiple perspectives**

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

#### **Content description**

AC9LK10EU04

#### **Continuum extract**

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

- 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 – Respond to biases, stereotypes, prejudices and discrimination**

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

#### **Content description**

AC9LK10EU04

#### **Continuum extract**

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

- 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 – Empathy**

### **Personal and Social capability: Social awareness: Empathy**

#### **Content description**

AC9LK10EU04

#### **Continuum extract**

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

- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness