

## (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

- asking and responding to to discuss opinions on familiar topics such as friendship, leisure , everyday life and special events, for example, Ngày hè thi thao của trường bạn thế nào? Ngày thi thao của trường mình rất vui. Bạn thích nghe nhạc nào? Mình thích nghe nhạc trẻ.
- sharing information about personal experiences, for example, Đang phở ở Úc rất sạch sẽ và đẹp. Tôi thích đi Việt Nam vì có nhiều thú ăn uống và rừng.
- comparing and discussing their future plans and aspirations with others, for example, Tôi muốn học tiếng Anh, còn bạn? Tôi muốn trở thành giáo viên. Còn bạn thích làm nghề gì?
- using strategies to face-to-face and online conversations, for example, encouraging responses through such as Bạn thấy phim này thế nào? Tại sao bạn thích ca sĩ này?
- expressing opinions on an event or , for example, responding to a cultural celebration such as Tết Trung Thu, hãy chia sẻ Tết
- in spontaneous hypothetical situations relating to travel, such as losing property, catching public transport, asking for recommendations, complaining about services, for example, Xin lỗi. Tôi mất hành lý. Ông giúp tôi tìm nó không?
- using different forms to record own in an email to the editor or a secure blog post

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**

(AC9LV10EC01)

### 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

#### Social management

- Communication

#### Social management

- Communication

#### Social management

- Communication

#### Social management

- Communication

#### Social management

- Communication

#### Social management

- Communication

#### Resources

#### Snapshot – Interacting

**Literacy: Speaking and listening: Interacting**

**Content description**

**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**

AC9LV10EC01

**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**

AC9LV10EC01

asking and responding to questions to discuss opinions on familiar topics such as friendship, leisure activities, everyday life and special events, for example, Ngày h■i th■ thao c■a tr■ng b■n th■ nào? Ngày th■ thao c■a tr■ng mình r■t vui. B■n thích nghe nh■c nào? Mình thích nghe nh■c tr■.

**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**

AC9LV10EC01

sharing information about personal experiences, for example, ■ng ph■ ■ Úc r■t s■ch s■ và ■p. Tôi thích ■i Vi■t Nam vì có nhi■u th■ ■p và r■.

**Continuum extract**

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

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- 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

AC9LV10EC01

comparing and discussing their future plans and aspirations with others, for example, Tôi muốn học cái gì, còn bạn? Tôi muốn trở thành giáo viên. Còn bạn thích làm nghề gì?

## 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

AC9LV10EC01

using strategies to sustain face-to-face and online conversations, for example, encouraging responses through questions such as Bạn thấy phim này thế nào? Tại sao bạn thích ca sĩ này?

## 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

AC9LV10EC01

expressing opinions on an event or performance, for example, responding to a cultural celebration such as Tết Trung Thu, hội chợ Tết

## 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

AC9LV10EC01

interacting in spontaneous hypothetical situations relating to travel, such as losing property, catching public transport, asking for recommendations, complaining about services, for example, Xin lỗi. Tôi mất hành lý. Ông giúp tôi không?

## 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

AC9LV10EC01

## 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 – Vietnamese language resource

# Vietnamese

## Language support resource

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

## AC9LV10EC02

### use Vietnamese in to , offer opinions and compare and discuss ideas

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### Elaborations

- discussing aspects of school life, for example, opinions about school rules, school expectations and offered in Vietnamese and/or Australian schools
- using appropriate discussion protocols such as inviting others to contribute to discussions or provide feedback on ideas, respecting others' opinions and challenging alternative in a polite manner, if necessary, for example, Bạn nghĩ sao? Bạn có nghĩ gì/khác mình không? Cảm ơn bạn cho mình ý kiến. Bạn nói đúng lắm. Bạn nói có đúng không mình nghĩ rằng... Mình thấy là bạn thấy này/cách khác khác không?
- corresponding with peers via a secure online forum, reflecting on their experience of Vietnamese learning, for example, Nhiều người Việt coi trọng giáo dục. Họ nói tiếng Việt với gia đình thì nên bây giờ tôi nói tiếng Việt rồi thì gì.
- discussing concern or support for social or environmental issues such as ô nhiễm môi trường, rác thải, biến đổi khí hậu nhà kính, nóng lên toàn cầu
- discussing issues that are relevant to this stage of their lives, such as school, peer pressure, the use and impact of social media, or parental expectations, and identifying points of agreement or disagreement, for example, Tôi nghĩ tôi không cần internet di động trong lớp học.
- participating in class discussions or to express opinions and reflect on those of others, for example, in a game of '4 corners', where students move according to their opinion and then respond to others in opposing corners
- asking and responding to open-ended about learning or strategies, for example, Bài làm văn nhà cho môn tiếng Việt là gì? Mình phải làm và trả lời cho bài Test Trung Thu.
- participating in a mock interview for a part-time job or volunteer work, answering and discussing

ideas, for example, Ba■n thi■ch la■m viê■c gi■ trong th■ viê■n? Tôi thi■ch xê■p la■i sa■ch.

Students learn to:

**use Vietnamese language in exchanges to question, offer opinions and compare and**

(AC9LV10EC02)

### **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

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

- Develop multiple perspectives

#### **Social management**

- Communication

- Collaboration

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Futures**

- Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.

#### **World views**

- World views that recognise the interdependence of Earth's systems, and value diversity, equity and social justice, are essential for achieving sustainability.

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

- Develop multiple perspectives

#### **Social management**

- Communication

- Collaboration

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

- Collaboration

#### **Resources**

#### **Snapshot – Interacting**

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

#### **Content description**

AC9LV10EC02

#### **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**

AC9LV10EC02

##### **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**

AC9LV10EC02

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

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

##### **Content description**

AC9LV10EC02

using appropriate discussion protocols such as inviting others to contribute to discussions or provide feedback on ideas, respecting others' opinions and challenging alternative views in a polite manner, if necessary, for example, B■n ngh■ sao? B■n có ngh■ gi■ng/khác mình không? C■m ■n b■n cho mình ý ki■n. B■n nói ■úng l■m. Ba■n no■i co■ ■úng nh■ng mình nghi■ r■ng... Mình th■ la■m th■ này/cách khác ■■■c không?

##### **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 – Communication**

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

##### **Content description**

AC9LV10EC02

using appropriate discussion protocols such as inviting others to contribute to discussions or provide feedback on ideas, respecting others' opinions and challenging alternative views in a polite

manner, if necessary, for example, B■n ngh■ sao? B■n có ngh■ gi■ng/khác mình không? C■m ■n b■n cho mình ý ki■n. B■n nói ■úng l■m. Ba■n no■i co■ ■úng nh■ng mình nghi■ r■ng... Mình th■ la■m th■ này/cách khác ■■■c không?

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

AC9LV10EC02

using appropriate discussion protocols such as inviting others to contribute to discussions or provide feedback on ideas, respecting others' opinions and challenging alternative views in a polite manner, if necessary, for example, B■n ngh■ sao? B■n có ngh■ gi■ng/khác mình không? C■m ■n b■n cho mình ý ki■n. B■n nói ■úng l■m. Ba■n no■i co■ ■úng nh■ng mình nghi■ r■ng... Mình th■ la■m th■ này/cách khác ■■■c không?

### **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**

AC9LV10EC02

corresponding with peers via a secure online forum, reflecting on their experience of Vietnamese language learning, for example, Nhi■u ng■■i Vi■t coi tr■ng giáo d■c. Nh■ nói ti■ng Vi■t v■i gia ■ình t■ nh■ nên bây gi■ tôi nói ti■ng Vi■t r■t gi■i.

### **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**

AC9LV10EC02

discussing concern or support for social or environmental issues such as ô nhi■m môi tr■ng, tái ch■ rác th■, hi■n t■ng nhà kính, nóng lên toàn c■u

### **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 – Develop multiple perspectives**

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

##### **Content description**

AC9LV10EC02

discussing issues that are relevant to this stage of their lives, such as school, peer pressure, the use and impact of social media, or parental expectations, and identifying points of agreement or

disagreement, for example, Tôi nghĩ tôi không cần thiết thỏa hiệp đôi bên trong lớp học.

### **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 – Communication**

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

##### **Content description**

AC9LV10EC02

discussing issues that are relevant to this stage of their lives, such as school, peer pressure, the use and impact of social media, or parental expectations, and identifying points of agreement or disagreement, for example, Tôi nghĩ tôi không cần thiết thỏa hiệp đôi bên trong lớp học.

### **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**

AC9LV10EC02

discussing issues that are relevant to this stage of their lives, such as school, peer pressure, the use and impact of social media, or parental expectations, and identifying points of agreement or disagreement, for example, Tôi nghĩ tôi không cần thiết thỏa hiệp đôi bên trong lớp học.

### **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**

AC9LV10EC02

### **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**

AC9LV10EC02

asking and responding to open-ended questions about learning activities or strategies, for example, Bài làm về nhà cho môn tiếng Việt là gì? Mình phải làm và trả lời cho bài Tập Trung Thu.

### **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

AC9LV10EC02

participating in a mock interview for a part-time job or volunteer work, answering questions and discussing ideas, for example, *Bạn thích làm việc gì trong thời gian rảnh? Tôi thích xếp la*

*sa*ch.

### 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

AC9LV10EC02

participating in a mock interview for a part-time job or volunteer work, answering questions and discussing ideas, for example, *Bạn thích làm việc gì trong thời gian rảnh? Tôi thích xếp la*

*sa*ch.

### 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

### AC9LV10EC03

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

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### Elaborations

- organising events such as class excursions, school or social events, and negotiating options to reach agreement, for example, *Các bạn muốn đi đâu thú vị hay đi đâu? Chúng mình nên tham gia ngày hội của Vn hoá của trường? Chúng mình nên múa quạt hay múa nón? Chúng mình nên mặc áo dài hay áo bà ba? Chúng mình nên đi qua bài hát 'Mừng Xuân' vì nó vui hay không?*
- making transactions in , simulated or secure online situations, such as purchasing clothing items or electronic devices using for persuading, negotiating, bargaining, exchanging or returning goods, for example, *Có thể giảm giá không? Em không thích màu tím, chỉ làm được màu này là cây vi*
- planning for real or simulated Vietnamese visitors to the school, for example, preparing print or digital informative materials, preparing welcome speeches or conducting school tours
- raising an issue relating to the organisation of an event and negotiating a solution, for example, *Tại sao chúng mình không làm sinh nhật cho Lan ở nhà hàng? Mình thấy làm ở nhà hàng chắc chắn hơn. Vậy mình làm BBQ ở công viên đi. Nó rất rộng rãi.*
- participating in virtual scenarios related to travelling to Vietnam, such as booking, changing or confirming a flight, tours or accommodation, or exchanging currency, for example, *Khi nào có chuyến bay đi Việt Nam? Tôi muốn mua vé đi Việt Nam ngày 20 tháng 12. Tôi cần bao nhiêu tiền? Khi nào thì phải trả hết tiền? Gia đình tôi muốn hai phòng cho bốn người, từ ngày 20 đến 27 tháng 12. Một trăm đô Úc bao nhiêu tiền Việt Nam?*
- reflecting on their experience of studying Vietnamese at school, discussing progress, challenges and achievements, for example, *Em nói tiếng Việt với mẹ ở nhà, nhưng khi học pháp ở trường.*
- organising a real or simulated interview with a local celebrity, significant Vietnamese-speaker, or Vietnamese-speaking community member by researching the person's achievements and discussing with peers the appropriate to ask

Students learn to:

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

(AC9LV10EC03)

### **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

#### **Social management**

- Communication
- Collaboration

#### **Social management**

- Communication
- Collaboration

#### **Social management**

- Communication
- Collaboration

#### **Social management**

- Communication
- Collaboration

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

- Develop empathy

#### **Social management**

- Communication

#### **Social management**

- Communication
- Collaboration

#### **Resources**

#### **Snapshot – Interacting**

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

#### **Content description**

AC9LV10EC03

#### **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**

AC9LV10EC03

##### **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**

AC9LV10EC03

##### **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**

AC9LV10EC03

organising events such as class excursions, school performances or social events, and negotiating options to reach agreement, for example, Các b<sup>l</sup>an mu<sup>l</sup>n <sup>l</sup>i s<sup>l</sup> thú hay vi<sup>l</sup>n b<sup>l</sup>o tàng? Chúng mình nên tham gia ngày h<sup>l</sup>i <sup>l</sup>a V<sup>l</sup>n hoá c<sup>l</sup>a tr<sup>l</sup>ng? Chúng mình nên múa qu<sup>l</sup>t hay múa nón? Chúng mình nên m<sup>l</sup>c áo dài hay áo bà ba? Chúng mình nên <sup>l</sup>i qua bài hát ‘M<sup>l</sup>ng Xuân’ vì nó vui h<sup>l</sup>n.

##### **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**

AC9LV10EC03

organising events such as class excursions, school performances or social events, and negotiating options to reach agreement, for example, Các b<sup>l</sup>an mu<sup>l</sup>n <sup>l</sup>i s<sup>l</sup> thú hay vi<sup>l</sup>n b<sup>l</sup>o tàng? Chúng mình nên tham gia ngày h<sup>l</sup>i <sup>l</sup>a V<sup>l</sup>n hoá c<sup>l</sup>a tr<sup>l</sup>ng? Chúng mình nên múa qu<sup>l</sup>t hay múa nón? Chúng mình nên m<sup>l</sup>c áo dài hay áo bà ba? Chúng mình nên <sup>l</sup>i qua bài hát ‘M<sup>l</sup>ng Xuân’ vì nó vui h<sup>l</sup>n.

##### **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

AC9LV10EC03

making transactions in authentic, simulated or secure online situations, such as purchasing clothing items or electronic devices using language for persuading, negotiating, bargaining, exchanging or returning goods, for example, Có thể giảm giá không? Em không thích màu tím, chỉ làm màu khác đi cây viết màu cam cho em.

## 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

AC9LV10EC03

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## Snapshot – Communication

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

## Content description

AC9LV10EC03

## 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

AC9LV10EC03

## 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

AC9LV10EC03

raising an issue relating to the organisation of an event and negotiating a solution, for example, Tại sao chúng mình không làm sinh nhật cho Lan ở nhà hàng? Mình thấy làm ở nhà hàng chắc chắn hơn. Vậy mình làm BBQ ở công viên đi. Nó rẻ hơn rất nhiều.

## 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

AC9LV10EC03

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#### 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

AC9LV10EC03

participating in virtual scenarios related to travelling to Vietnam, such as booking, changing or confirming a flight, tours or accommodation, or exchanging currency, for example, Khi nào có chuyến bay đi Việt Nam? Tôi muốn mua vé đi Việt Nam ngày 20 tháng 12. Tôi cần biết có bao nhiêu tiền? Khi nào thì phải trả hết tiền? Gia đình tôi muốn thuê hai phòng cho bốn người, từ ngày 20 đến 27 tháng 12. Một trăm đô Úc là bao nhiêu tiền Việt Nam?

#### 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

AC9LV10EC03

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#### 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 – Develop empathy

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

#### Content description

AC9LV10EC03

reflecting on their experience of studying Vietnamese at school, discussing progress, challenges and achievements, for example, Em nói tiếng Việt với mẹ ở nhà, nhưng lại học tiếng pháp ở trường.

#### Continuum extract

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

- use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences
- analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions

### **Snapshot – Communication**

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

##### **Content description**

AC9LV10EC03

reflecting on their experience of studying Vietnamese at school, discussing progress, challenges and achievements, for example, Em nói tiếng Việt với mẹ ở nhà, những lời học pháp tiếng.

##### **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**

AC9LV10EC03

##### **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**

AC9LV10EC03

##### **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

### **AC9LV10EC04**

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

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##### **Elaborations**

- summarising and evaluating information obtained from a range of sources for a research project, for example, finding information about Vietnam from a cookbook and a documentary, and discussing similarities and differences in the information obtained
- accessing a range of digital and other such as books, webpages, documentaries, news items or interviews, to collate and present information about aspects of Vietnamese and Australian lifestyles, for example, creating a presentation on Vietnamese teenagers' fashion and tastes in music
- compiling information through class surveys and other research to compare a range of on teenage interests and social or cultural issues, for example, researching to sport or cultural practices such as thể thao Trung thu , comparing and explaining possible reasons for differences
- to or First Nations Australian stories in English, and creating an profile in Vietnamese
- to, and viewing short informative such as documentaries or news reports, and listing key and points of information to be reused in their own newsflash or presentation

- responding to events and in imaginative by a diary entry or secure blog reflecting on an event in a story or film, or creating a new ending to a story
- collecting examples of good news/success stories related to their school, home or local community and sharing their findings in formats such as digital displays or newsletter contributions, for example, sporting achievements or successful fundraising
- describing key messages, and in traditional in Vietnamese, such as legends, fables, folk tales or humorous stories, and comparing these with similar in English, for example, comparing the Vietnamese folk tale Tấm Cám with the English version of Cinderella and discussing the reasons behind similar and different moral , and
- conducting surveys or structured interviews with classmates or online Vietnamese-speaking contacts in a secure online environment, comparing opinions and on community or personal issues, and reporting findings back to class
- viewing and to television series or songs, such as Xin Chào Việt Nam, Sa-lì Go-n Ìe-p L-m and discussing aspects that are similar or different from their own

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**

(AC9LV10EC04)

### **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

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Inquiring**

- Identify, process and evaluate information

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Inquiring**

- Identify, process and evaluate information

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Futures**

- Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.

#### **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

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Generating**

- Consider alternatives

## **Social management**

- Communication

## **Inquiring**

- Identify, process and evaluate information

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Inquiring**

- Identify, process and evaluate information

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

- Reflect on the relationship between cultures and identities

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Inquiring**

- Identify, process and evaluate information

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **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**

AC9LV10EC04

#### **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**

AC9LV10EC04

#### **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**

AC9LV10EC04

#### **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**

AC9LV10EC04

#### **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**

AC9LV10EC04

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

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

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

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

##### **Content description**

AC9LV10EC04

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

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

##### **Content description**

AC9LV10EC04

compiling information through class surveys and other research to compare a range of perspectives on teenage interests and social or cultural issues, for example, researching attitudes to sport or cultural practices such as t~~h~~ Trung thu , comparing perspectives and explaining possible reasons for differences

##### **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

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**

AC9LV10EC04

compiling information through class surveys and other research to compare a range of perspectives on teenage interests and social or cultural issues, for example, researching attitudes to sport or cultural practices such as t~~h~~at Trung thu , comparing perspectives and explaining possible reasons for differences

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

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

##### **Content description**

AC9LV10EC04

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

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

##### **Content description**

AC9LV10EC04

##### **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 – Consider alternatives**

#### **Critical and Creative Thinking: Generating: Consider alternatives**

##### **Content description**

AC9LV10EC04

##### **Continuum extract**

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

- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

### **Snapshot – Communication**

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

##### **Content description**

AC9LV10EC04

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

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

#### **Content description**

AC9LV10EC04

#### **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
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- 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**

AC9LV10EC04

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

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

#### **Content description**

AC9LV10EC04

describing key messages, beliefs and values in traditional texts in Vietnamese, such as legends, fables, folk tales or humorous stories, and comparing these with similar texts in English, for example, comparing the Vietnamese folk tale Tấm Cám with the English version of Cinderella and discussing the reasons behind similar and different moral attitudes, beliefs and values

#### **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 – 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**

AC9LV10EC04

describing key messages, beliefs and values in traditional texts in Vietnamese, such as legends, fables, folk tales or humorous stories, and comparing these with similar texts in English, for example, comparing the Vietnamese folk tale Tấm Cám with the English version of Cinderella and discussing the reasons behind similar and different moral attitudes, beliefs and values

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

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

##### **Content description**

AC9LV10EC04

describing key messages, beliefs and values in traditional texts in Vietnamese, such as legends, fables, folk tales or humorous stories, and comparing these with similar texts in English, for example, comparing the Vietnamese folk tale Tấm Cám with the English version of Cinderella and discussing the reasons behind similar and different moral attitudes, beliefs and values

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

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

##### **Content description**

AC9LV10EC04

##### **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**

AC9LV10EC04

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

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

##### **Content description**

AC9LV10EC04

viewing and listening to television series or songs, such as Xin Chaño Viêt Nam, Saïi Gòn Ñeép Lăm and discussing aspects that are similar or different from their own cultures

##### **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**

AC9LV10EC04

viewing and listening to television series or songs, such as Xin Cha<sup>o</sup> Viê<sup>t</sup> Nam, Sa<sup>i</sup> Go<sup>n</sup> <sup>le</sup>p L<sup>u</sup>m and discussing aspects that are similar or different from their own cultures

#### **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

## **AC9LV10EC05**

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

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#### **Elaborations**

- comparing and discussing various of common , and expressions, for example, comparing cà phê <sup>l</sup>m (strong coffee) and ng<sup>u</sup>i kh<sup>e</sup> m<sup>nh</sup> (a strong person), th<sup>i</sup> ti<sup>t</sup> nóng n<sup>c</sup> (hot weather) and <sup>t</sup>cay (hot chilli)
- finding examples of expressions in Australian English that do not easily into Vietnamese, for example, 'the bush', 'a formal', 'schoolies', explaining reasons for the lack of equivalence
- and translating a range of from Vietnamese into English, and vice versa, using and evaluating resources such as secure online tools and print/digital dictionaries
- creating a glossary that includes culture-specific terms or expressions in Vietnamese and explanations in English, for example, t<sup>t</sup> Nguyễn <sup>án</sup>, t<sup>t</sup> Trung thu, chúc m<sup>ng</sup> n<sup>m</sup> m<sup>i</sup>, chúc m<sup>i</sup> ng<sup>u</sup>i vui kho<sup>o</sup>, chúc m<sup>ng</sup> sinh nh<sup>t</sup>, tr<sup>m</sup> n<sup>m</sup> h<sup>nh</sup> phúc
- translating and short such as announcements, advertisements, or extracts from stories or films, considering and , and reflecting on how cultural elements are encoded in common and expressions, for example, use of family terms, titles, and terms of such as anh, ch<sup>u</sup>, cô, chú, tôi and em
- explaining which , expressions or should or should not be incorporated when in Vietnamese, for example, using expressions of praise or admiration, beckoning downwards or upwards, hugging someone in greeting, making eye contact during conversation or not pointing
- explaining terms used to describe common features of schooling in Vietnam, for example, those related to curriculum or assessment and reporting, such as ch<sup>ng</sup> trình, sách giáo khoa, bài ki<sup>m</sup> tra, h<sup>c</sup> b<sup>u</sup>, b<sup>ng</sup> c<sup>p</sup> , and comparing these with similar terms used for Australian schooling
- comparing traditional and contemporary Vietnamese art and entertainment, for example, comparing dân ca with nha<sup>c</sup> tre<sup>o</sup> or tro<sup>o</sup> ch<sup>i</sup>

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**

(AC9LV10EC05)

#### **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 .

### **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**

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- 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**

AC9LV10EC05

##### **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**

AC9LV10EC05

##### **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**

AC9LV10EC05

#### **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 – Interpret concepts and problems**

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

### **Content description**

AC9LV10EC05

comparing and discussing various translations of common words, phrases and expressions, for example, comparing cà phê **■**■m (strong coffee) and ng**■**■i kh**■**e m**■**nh (a strong person), th**■**i ti**■**t nóng n**■**c (hot weather) and **■**t cay (hot chilli)

### **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**

AC9LV10EC05

comparing and discussing various translations of common words, phrases and expressions, for example, comparing cà phê **■**■m (strong coffee) and ng**■**■i kh**■**e m**■**nh (a strong person), th**■**i ti**■**t nóng n**■**c (hot weather) and **■**t cay (hot chilli)

### **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**

AC9LV10EC05

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

### **Content description**

AC9LV10EC05

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

### **Content description**

AC9LV10EC05

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### **Content description**

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### **Snapshot – Interpret concepts and problems**

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

### **Content description**

AC9LV10EC05

creating a glossary that includes culture-specific terms or expressions in Vietnamese and explanations in English, for example, t<sub>ên</sub> Nguyễn <sub>họ</sub> <sub>đ</sub>án, t<sub>ên</sub> Trung thu, chúc mừng năm mới, chúc mừng năm mới vui khỏe, chúc mừng sinh nhật, tr<sub>ên</sub> năm h<sub>àng</sub> năm phúc

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

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creating a glossary that includes culture-specific terms or expressions in Vietnamese and explanations in English, for example, t<sub>ên</sub> Nguyễn <sub>họ</sub> <sub>đ</sub>án, t<sub>ên</sub> Trung thu, chúc mừng năm mới, chúc mừng năm mới vui khỏe, chúc mừng sinh nhật, tr<sub>ên</sub> năm h<sub>àng</sub> năm phúc

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### **Snapshot – Interpret concepts and problems**

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

### **Content description**

AC9LV10EC05

translating and interpreting short texts such as announcements, advertisements, articles or extracts from stories or films, considering audience and context, and reflecting on how cultural elements are encoded in common words and expressions, for example, use of family terms, titles, and terms of address such as anh, chị, cô, chú, tôi and em

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AC9LV10EC05

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AC9LV10EC05

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AC9LV10EC05

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## **Snapshot – Interpret concepts and problems**

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

#### **Content description**

AC9LV10EC05

explaining terms used to describe common features of schooling in Vietnam, for example, those related to curriculum or assessment and reporting, such as chương trình, sách giáo khoa, bài kiểm tra, học bạ, bảng xếp hạng, and comparing these with similar terms used for Australian schooling

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

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

### **Content description**

AC9LV10EC05

explaining terms used to describe common features of schooling in Vietnam, for example, those related to curriculum or assessment and reporting, such as chương trình, sách giáo khoa, bài kiểm tra, học bạ, bảng xếp hạng, and comparing these with similar terms used for Australian schooling

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### **Snapshot – Interpret concepts and problems**

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

### **Content description**

AC9LV10EC05

comparing traditional and contemporary Vietnamese art and entertainment, for example, comparing dân ca with nhã nhạc truyền thống or trò chơi dân gian

### **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**

AC9LV10EC05

comparing traditional and contemporary Vietnamese art and entertainment, for example, comparing dân ca with nhã nhạc truyền thống or trò chơi dân gian

### **Continuum extract**

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- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
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### **AC9LV10EC06**

**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 information in spoken or written targeting particular , and aligning choice and to and topics, for example, announcing and promoting an event, reporting on a favourite song or short video clip, or creating a virtual tour or presentation to introduce the school to Year 7 students
- creating tourist brochures or itineraries for young Australian travellers to Vietnam, supplying key , and information about cultural practices, for example, Bao nhiêu tiền? Phòng vệ sinh ở đâu?

ch■ tôi ■■■n nhà hàng/khách s■■n/sân bay, xin l■■i, cảm ■■n

- for specific and , for example, a game for young Vietnamese learners, invitations to a class/social event, posters for a , or a presentation about the school for a visiting group of students
- a journal entry, or contributing to a school newsletter in Vietnamese 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
- recreating imaginative stories in different formats including new aspects to the , such as a new or setting or an alternative ending, and using descriptive and emotive to the , for example, tuy■■t v■■i, hi■■n lành, duyên dáng; bu■■n, vui, thú v■■, nhàm chán
- a real or imagined autobiography, reflecting on significant people, events, influences or milestones in their lives, for example, N■■m 1984, mô■■t chiê■■c ta■■u ■■■a■ v■■■■t tôi va■■ ■■■a tôi ■■■n U■■c.
- creating a range of to entertain particular , for example, songs, skits, cartoons, video clips, graphic stories and children's books for young Vietnamese learners
- creating and performing skits that involve characterisation, and dramatic tension, for example, plays demonstrating a generation gap, family or friendship issues
- and presenting a cultural exhibition or in Vietnamese for members of the school community, providing English support in the form of captions or recorded/live commentaries

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**

(AC9LV10EC06)

### **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 .

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **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.

#### **Generating**

- Create possibilities

#### **Social management**

- Communication

### **Generating**

- Create possibilities

### **Social management**

- Communication

### **Social management**

- Communication

- Collaboration

### **Social management**

- Communication

- Collaboration

### **Social management**

- Communication

### **Resources**

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

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

##### **Content description**

AC9LV10EC06

##### **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**

AC9LV10EC06

##### **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**

AC9LV10EC06

#### **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**

AC9LV10EC06

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

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

### **Content description**

AC9LV10EC06

### **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 – Communication**

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

### **Content description**

AC9LV10EC06



## 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 – Create, communicate and collaborate

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

#### Content description

AC9LV10EC06

creating tourist brochures or itineraries for young Australian travellers to Vietnam, supplying key words, phrases and information about cultural practices, for example, Bao nhiêu ti■n? Phòng v■ sinh ■ ■■âu? ch■ tôi ■■n nhà hàng/khách s■n/sân bay, xin l■i, cảm ■n

#### 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 – Communication

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

#### Content description

AC9LV10EC06

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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

AC9LV10EC06

#### 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 – Create possibilities

### Critical and Creative Thinking: Generating: Create possibilities

#### Content description

AC9LV10EC06

recreating imaginative stories in different formats including new aspects to the text, such as a new character or setting or an alternative ending, and using descriptive and emotive language to engage the audience, for example, tuy■t v■i, hi■n lành, duyên dáng; bu■n, vui, thú v■, nhảm chán

#### Continuum extract

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

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

## Snapshot – Communication

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

### **Content description**

AC9LV10EC06

recreating imaginative stories in different formats including new aspects to the text, such as a new character or setting or an alternative ending, and using descriptive and emotive language to engage the audience, for example, tuy■t v■i, hi■n lành, duyên dáng; bu■n, vui, thú v■, nhảm chán

### **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 – Create possibilities**

## **Critical and Creative Thinking: Generating: Create possibilities**

### **Content description**

AC9LV10EC06

writing a real or imagined autobiography, reflecting on significant people, events, influences or milestones in their lives, for example, N■m 1984, mô■t chiê■c ta■u ■a■ v■t tôi va■ ■a tôi ■ê■n U■c.

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

### **Content description**

AC9LV10EC06

writing a real or imagined autobiography, reflecting on significant people, events, influences or milestones in their lives, for example, N■m 1984, mô■t chiê■c ta■u ■a■ v■t tôi va■ ■a tôi ■ê■n U■c.

### **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**

AC9LV10EC06

### **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**

AC9LV10EC06

### **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**

AC9LV10EC06

##### **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**

AC9LV10EC06

##### **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**

AC9LV10EC06

##### **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

### **AC9LV10EU01**

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

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#### **Elaborations**

- recognising the differences in between statements such as Con không ■i ch■i ■âu., Con không ■i ch■i ■âu? and exclamations Con không ■i ch■i ■âu!
- applying appropriate pauses and to signal boundaries and emphasis, for example, Em thích h■c môn ti■ng Vi■t vì l■p r■t vui.
- identifying variations in from different regions such as North, Central and South, for example, different ways of pronouncing d■u h■i and d■u ng■ , s and x , ch as tr , v/gi and d , and final such as -t and -c in khuôn m■t and m■c áo
- understanding that spelling follows standardised rules even though there are some variations in Vietnamese across different regions of Vietnam
- recognising the challenges of associated with clarity and in audio in certain situations, such as station or airport announcements or recorded phone messages, for example, Th■a quý khách, chuy■n bay VA123 s■ kh■■i hành trong vòng ít phút n■a
- developing features of spoken Vietnamese, including , and , to increase and enhance expression in a range of such as to and repeating using
- experimenting with and , improving coherence and increasing expressive range by singing popular Vietnamese songs or by aloud from unfamiliar , for example, newspapers, novels, reports

Students learn to:

**apply features of the Vietnamese sound system, including tones, pace, rhythm, pronunciation, intonation, and show how these are represented in familiar and some unfamiliar contexts.**

(AC9LV10EU01)

### **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

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Resources**

#### **Snapshot – Speaking**

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

#### **Content description**

AC9LV10EU01

#### **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**

AC9LV10EU01

#### **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**

AC9LV10EU01

recognising the differences in intonation between statements such as Con không ■i ch■i ■âu., questions Con không ■i ch■i ■âu à? and exclamations Con không ■i ch■i ■âu!

#### **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**

AC9LV10EU01

applying appropriate pauses and intonation to signal clause boundaries and emphasis, for example, Em thích h■c môn ti■ng Vi■t vì l■p r■t vui.

#### **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**

AC9LV10EU01

identifying variations in pronunciation from different regions such as North, Central and South, for example, different ways of pronouncing d■u h■i and d■u ng■ , s and x , ch as tr , v/gi and d , and final consonants such as -t and -c in khuôn m■t and m■c áo

#### **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**

AC9LV10EU01

##### **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**

AC9LV10EU01

recognising the challenges of communication associated with clarity and pace in audio texts in certain situations, such as station or airport announcements or recorded phone messages, for example, *Thưa quý khách, chuyến bay VA123 sẽ khởi hành trong vòng ít phút nữa*

##### **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**

AC9LV10EU01

##### **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**

AC9LV10EU01

##### **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 – Vietnamese language resource**

## **Vietnamese**

### **Language support resource**

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

## AC9LV10EU02

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

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### Elaborations

- understanding and applying punctuation in , or adhering to punctuation in , such as full stops, commas, exclamation marks, brackets, apostrophes, speech marks and marks
- understanding and applying spelling rules for special , for instance, the initial k and kh, gh, ngh can go with the i, e, ê only, for example, k■, khi, ngh■, ghe, nghe, ngh■
- applying Vietnamese phonic and spelling knowledge to pronounce and infer spelling of unfamiliar , for example, containing kh, ng, ngh, nh , and such as oi, ôi, ■i, oe, oai, ■■i, ■■ng, uyên , or new encountered in and in Vietnamese, for example, determining the spelling of the unfamiliar ng■■i from that of the known m■■i
- using and to express and emotions and from a personal , for example, vui m■ng, h■nh phúc, t■ hào, h■nh di■n, thú v■, bu■n chán; thích, th■ng, kính ph■c, ghét, ■ng ý, ■ng h■, ph■n ■■i, h■p d■n, thú v■, ti■n l■i, h■u ích
- connecting and contrasting ideas, events and actions by using to emphasise contrast or cause and effect, for example, Tuy không giàu có nh■ng gia ■ình tôi r■t h■nh phúc.
- expressing a range of forms, for example, ha■ng nga■n, hàng tri■u, vô số■
- understanding the use of ■■■■c and bi■ in Vietnamese, for example, Em ■■■■c ■iê■m tô■t. Em ■■■■c th■y cô khen. Em bi■ bê■nh.
- differentiating interrogative forms with tag and knowing how to use them according to , for example, comparing Em thi■ch ■n c■m chiê■n không? with Em thi■ch ■n c■m chiê■n pha■i không?
- recognising the and effect of exclamatory as opposed to statements, for example, comparing Hôm nay Lan ■i ho■c s■■m with Hôm nay Lan ■i ho■c s■■m thê■! , which may suggest surprise or irony
- understanding and using Vietnamese such as nên, câ■n and pha■i to express modality, for example, Em nên ch■m ho■c. Chu■ng ta câ■n gi■ gin v■n ho■a Viê■t Nam. Ho■c sinh pha■i m■c ■ông phu■c khi ■i ho■c.
- using a range of cohesive devices to sequence, add or connect ideas in such as th■ nh■t, th■ nh■, ■■u tiên/ tr■c h■t, k■ ■■n, r■i, sau cùng, ngoa■i ra, h■n n■a, tuy nhiên
- recognising the features of and onomatopoeic in Vietnamese and using them in own spoken and written , for example, vui ve■, ma■t me■, lạnh l■■i, t■ t■, ■m ■m, a■o a■o, Mùa thu th■i ti■t mát m■, d■ ch■u; thác ■■ ■m ■m, xe ch■y ào ào vào thành ph

Students learn to:

**select and use structures and features of the Vietnamese grammatical and writing s meaning and create spoken, written and multimodal texts**

(AC9LV10EU02)

## **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**

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### **Social management**

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### **Social management**

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### **Social management**

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### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Resources**

### **Snapshot – Grammar**

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

#### **Content description**

AC9LV10EU02

#### **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**

AC9LV10EU02

##### **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**

AC9LV10EU02

##### **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

AC9LV10EU02

understanding and applying spelling rules for special cases, for instance, the initial consonant k and consonant clusters kh, gh, ngh can go with the vowels i, e, ê only, for example, k■, khi, ngh■, ghe, nghe, ngh■

## 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

AC9LV10EU02

applying Vietnamese phonic and spelling knowledge to pronounce and infer spelling of unfamiliar words, for example, words containing consonant clusters kh, ng, ngh, nh, diphthongs and triphthongs such as oi, ôi, ■i, oe, oai, ■■i, ■■ng, uyên, or new words encountered in interactions and texts in Vietnamese, for example, determining the spelling of the unfamiliar word ng■■i from that of the known word m■■i

## 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

AC9LV10EU02

using adjectives and verbs to express and convey emotions and attitudes from a personal perspective, for example, vui m■ng, h■nh phúc, t■ hảo, h■nh di■n, thú v■, bu■n chán; thích, th■■ng, kính ph■c, ghét, ■■ng ý, ■ng h■, ph■n ■■i, h■p d■n, thú v■, ti■n l■i, h■u ích

## 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

AC9LV10EU02

connecting and contrasting ideas, events and actions by using conjunctions to emphasise contrast or cause and effect, for example, Tuy không giàu có nh■ng gia ■ình tôi r■t h■nh phúc.

## 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

AC9LV10EU02

expressing a range of plural forms, for example, ha■ng nga■n, hàng tri■u, vô sô■

## 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**

AC9LV10EU02

understanding the use of **■ ■ ■ ■ ■**c and **bi■** in Vietnamese, for example, Em **■ ■ ■ ■ ■**c **■**iê**■**m tô**■**t. Em **■ ■ ■ ■ ■**c **thâ■**y cô khen. Em **bi■** **bê■**nh.

##### **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**

AC9LV10EU02

differentiating interrogative forms with tag questions and knowing how to use them according to context, for example, comparing Em **thi■**ch **■**n c**■**m chiên không? with Em **thi■**ch **■**n c**■**m chiên pha**■**i không?

##### **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**

AC9LV10EU02

recognising the purpose and effect of exclamatory sentences as opposed to statements, for example, comparing Hôm nay Lan **■**i ho**■**c s**■**■m with Hôm nay Lan **■**i ho**■**c s**■**■m **thê■**! , which may suggest surprise or irony

##### **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**

AC9LV10EU02

understanding and using Vietnamese verbs such as **nên**, **câ■**n and **pha■**i to express modality, for example, Em **nên** ch**■**m ho**■**c. Chu**■**ng ta **câ■**n gi**■** gìn v**■**n ho**■**a Viê**■**t Nam. Ho**■**c sinh pha**■**i m**■**■c **■**ô**■**ng phu**■**c khi **■**i ho**■**c.

##### **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

AC9LV10EU02

using a range of cohesive devices to sequence, add or connect ideas in texts such as *thì, nhứt, thì, nhì, ...u tiên/ trước hì, k...n, rồi, sau cùng, ngoài ra, h...n n...a, tuy nhiên*

## 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

AC9LV10EU02

recognising the features of alliteration and onomatopoeic words in Vietnamese and using them in own spoken and written texts, for example, vui ve■, ma■t me■, lanh l■■i, t■ t■, ■m ■m, a■o a■o, Mùa thu th■i ti■t mát m■, d■ ch■u; thác ■■ ■m ■m, xe ch■y ào ào vào thành ph

## 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

**AC9LV10EU03**

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

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## Elaborations

- using in Vietnamese or English to identify the grammatical differences between the such as order, , hi□n t□i hoàn thành /present perfect, m□o t□ s□ h□u /possessive , tính t□ và phân t□ s□ h□u /agreements of and participles, □ng t□ b□ tr□ /
- exploring different types of such as recounts, emails, diary and advertisements, and analysing the relationships between , , and to the meaning of unfamiliar vocabulary
- exploring the ways in which content is developed in different types of , and how ideas and information are sequenced, for example, headings, paragraphing, topic , elaborations, and topic/idea shifts
- understanding the use of such as culturally appropriate salutations and forms of that depend on relationship or social status in specific such as letters, speeches or interviews, for example, ki□nh th□a/th□a/thân mê□n/th□ng mê□n/ki□nh cha□o/cha□o
- identifying and comparing of different , for example, the use of first person such as mình/tô , descriptive kho□ m□nh/thông minh/hi□n lành and emotive vui m□ng/h□nh phúc in personal recounts and diary entries
- recognising differences in Vietnamese and English responses to negative tag to avoid misinterpretation, for example, the response to the , Em ch□a la□m ba□i tâ□p về□nh□ pha□i không? You haven't done your homework, have you?, would be Da□ pha□i. Em ch□a la□m . Yes, I haven't, while in English it would be. No, I haven't.

Students learn to:

**reflect on and evaluate Vietnamese texts, using metalanguage to discuss language features**

(AC9LV10EU03)

## 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

## **Inquiring**

- Identify, process and evaluate information

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

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## **Inquiring**

- Identify, process and evaluate information

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

- Communicate responsively

## **Inquiring**

- Identify, process and evaluate information

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Resources**

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

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

#### **Content description**

AC9LV10EU03

#### **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**

AC9LV10EU03

#### **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**

AC9LV10EU03

using metalanguage in Vietnamese or English to identify the grammatical differences between the languages such as word order, verb moods, tenses hi■n t■i hoàn thành /present perfect, m■o t■ s■ h■u /possessive pronouns, tính t■ và phân t■ s■ h■u /agreements of adjectives and participles, ■■■ng t■ b■ tr■ /auxiliary verbs

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- evaluate the information selected to determine bias and reliability

## Snapshot – Communicate responsively

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

#### Content description

AC9LV10EU03

using metalanguage in Vietnamese or English to identify the grammatical differences between the languages such as word order, verb moods, tenses *hiện tại hoàn thành* /present perfect, *mạo từ sở hữu* /possessive pronouns, *tính từ và phân từ* /agreements of adjectives and participles, *động từ trợ* /auxiliary verbs

#### 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

AC9LV10EU03

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- 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

AC9LV10EU03

#### Continuum extract

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

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## Snapshot – Identify, process and evaluate information

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

#### Content description

AC9LV10EU03

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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 – Communicate responsively

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

### Content description

AC9LV10EU03

understanding the use of text conventions such as culturally appropriate salutations and forms of address that depend on relationship or social status in specific text types such as letters, speeches or interviews, for example, *kiến thạ/thạ/thân mến/thông mến/kiến chào/chào*

### 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

AC9LV10EU03

identifying and comparing language features of different text types, for example, the use of first person such as *minh/tôi*, descriptive *khoẻ mạnh/thông minh/hiền lành* and emotive language *vui mừng/hạnh phúc* in personal recounts and diary entries

### 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

AC9LV10EU03

recognising differences in Vietnamese and English responses to negative tag questions to avoid misinterpretation, for example, the response to the question, *Em chưa làm bài tập về nhà chưa không? You haven't done your homework, have you?*, would be *Đã chưa*. *Em chưa làm*. Yes, I haven't, while in English it would be, No, I haven't.

### 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

AC9LV10EU04

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

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### **Elaborations**

- exploring the reciprocal nature of , the of noticing and responding to differences in perceptions, understandings and behaviours, for example, degrees of formality and politeness, and use of personal space and physical contact
- exploring how globalisation has resulted in the use of English and expressions in Vietnamese, and discussing the advantages/disadvantages of this influence, for example, in technological terms such as CD, DVD, USB, video, TV, remote control, computer, laptop, internet and website, despite the existence of Vietnamese equivalents
- identifying and explaining changes in contemporary practices and social behaviours, for example, using less formal such as chàoTh■y/th■a Cô or chào/kính th■a and such as nodding head or shaking hands without bowing head and folding arms when greeting family members and friends, rather than strangers
- reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of with a First Nations Australian, to present in Vietnamese to a group of Vietnamese-speaking visitors at a school assembly
- identifying moments of breakdown in own , exploring reasons for these and suggesting adjustments to and/or behaviours that could be made to enhance mutual understanding
- identifying elements of their personal worlds that contribute to their sense of community and , including their use of different and involvement in different cultural practices, for example, Tr■■■c ■ây, em nga■i no■i tiê■ng Viê■t nh■ng bây gi■■ em thâ■y t■■ ha■o va■ t■■ tin du■■ng tiê■ng Viê■t.
- analysing their own bicultural and biographies through talking to relatives in Australia or other countries to discover more about family heritage, migration and history and reflecting on how this can contribute to their

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**

(AC9LV10EU04)

### **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

#### **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**

- The interrelationships between people and the diverse environments and systems across the Asia region have global implications.

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



- Develop multiple perspectives

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

- Reflect on the relationship between cultures and identities

### **Country/Place**

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **Social awareness**

- Empathy

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

- Reflect on the relationship between cultures and identities

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

- Reflect on the relationship between cultures and identities

### **Social awareness**

- Empathy

### **Resources**

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

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

##### **Content description**

AC9LV10EU04

##### **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**

AC9LV10EU04

##### **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**

AC9LV10EU04

##### **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**

## **perspectives**

### **Content description**

AC9LV10EU04

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### **Snapshot – Reflect on the relationship between cultures and identities**

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

### **Content description**

AC9LV10EU04

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

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

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AC9LV10EU04

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### **Snapshot – Reflect on the relationship between cultures and identities**

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

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

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

### **Content description**

AC9LV10EU04

identifying and explaining changes in contemporary language practices and social behaviours, for example, using less formal language such as chàoThầy/thưa Cô or chào/kính thưa and gestures such as nodding head or shaking hands without bowing head and folding arms when greeting family members and friends, rather than strangers

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## Snapshot – Reflect on the relationship between cultures and identities

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

#### Content description

AC9LV10EU04

identifying and explaining changes in contemporary language practices and social behaviours, for example, using less formal language such as chàoThưa/thưa Cô or chào/kính thưa and gestures such as nodding head or shaking hands without bowing head and folding arms when greeting family members and friends, rather than strangers

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## Snapshot – Adapt in intercultural exchanges

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

#### Content description

AC9LV10EU04

#### 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 – Empathy

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

#### Content description

AC9LV10EU04

#### 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 – Reflect on the relationship between cultures and identities

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

#### Content description

AC9LV10EU04

identifying elements of their personal worlds that contribute to their sense of community and identity, including their use of different languages and involvement in different cultural practices, for example, Trưa nay, em nghe tiếng Việt như thế nào em thấy thế nào và tin du học tiếng Việt.

#### 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 – 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**

AC9LV10EU04

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### **Snapshot – Empathy**

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

### **Content description**

AC9LV10EU04

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