

(no-code)

, and in familiar and unfamiliar related to students' own and others' experiences of the world, their in response to others

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Elaborations

- extending in face-to-face or in secure online discussions by inviting others to contribute or provide feedback on own ideas, for example, Các b^{ên} ngh^ị sao v^ì vi^ệc h^{ọc} thêm cu^{ối} tu^{ần}? Chúng ta nên làm sao ^{để} gi^ữ cho tình b^{ạn} ^{được} lâu dài? Các b^{ên} ngh^ị gi^ữ v^ì ý ki^{ến} c^{ủa} mình?
- exchanging ideas and elaborating on opinions in class discussions about issues associated with the school or local community, such as school facilities, local services or environmental issues, for example, Chúng em ^đ ngh^ị c^{ần}-tin nhà tr^ờng nên bán nhi^{ều} th^{ực} ^l b^{ên} d^ểng cho h^{ọc} sinh v^ì giá r^ẻ h^{ơn}. Chúng em mong nhà tr^ờng nên s^ẽ sang l^ài các phòng v^à sinh cho s^{ạch} s^ẽ h^{ơn}. Làm sao c^ói thi^{ện} ý th^{ực} b^{ên} v^à môi tr^ờng c^{ủa} các b^{ên} h^{ọc} sinh?
- using to strengths in others' arguments or provide evidence to justify, contradict, challenge or rebut alternative in a courteous manner, for example, hay/^đúng/thú v^à/h^àp lý/công b^{ằng} l^àm or Tôi r^{ất} thích cách gi^ữi thích c^{ủa} b^{ên}, rõ ràng và h^àp lý l^àm. Baⁿ no^{ài} co^ả ly^{nh} nh^ưng tôi nghi^ĩ r^{ằng} ... Lý thuy^{ết} thì nh^ư v^{ậy}, nh^ưng trên th^{ực} t^h thì... Hay la^o mi^{nh} th^{ực} la^om th^{ực} này/cách khác xem sao?
- using Vietnamese and proverbs to illustrate ideas and opinions about learning, for example, Ho^{àn}c th^{âm}y không tâ^my ho^{àn}c baⁿ. C^{ần} cù bù thông minh.
- using sympathetic to signal empathy, restraint or indirect disagreement, for example, Tôi hi^{ểu}/r^{ất} thông c^{ảm} v^ìi b^{ên} ..., Thôi b^{ên} ^đng bu^{ồn} n^{ào} ..., Thôi ^đc r^{ời}, khoan ^đã
- adapting own use for different or degrees of formality such as moving from informal to formal , for example, m^à ^đi/ông ^đi/bà ^đi to th^{ưa} m^à/kính th^{ưa} ông ba^o or lòng th^{ực}ng ng^{ười} to lòng nhân ái

Students learn to:

initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to and others' experiences of the world, adjusting their language in response to others

(AC9LV10C01)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Speaking and listening

- Interacting

Elaborations

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social awareness

- Empathy

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social awareness

- Empathy

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Resources

Snapshot – Communicate responsively

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

Content description

AC9LV10C01

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 – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LV10C01

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 – Communicate responsively

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

Content description

AC9LV10C01

extending interactions in face-to-face or in secure online discussions by inviting others to

contribute or provide feedback on own ideas, for example, Các bạn nghĩ sao về việc học thêm cuối tuần? Chúng ta nên làm sao để giúp cho tình bạn bền vững lâu dài? Các bạn nghĩ gì về ý kiến của mình?

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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV10C01

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Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LV10C01

exchanging ideas and elaborating on opinions in class discussions about issues associated with the school or local community, such as school facilities, local services or environmental issues, for example, Chúng em nghĩ cần tin nhà trường nên bán nhiều thực phẩm để đóng góp cho học sinh về giá rẻ hơn. Chúng em mong nhà trường nên sáng lập các phòng vệ sinh cho sạch sẽ hơn. Làm sao để thiên ý thức bảo vệ môi trường của các bạn học sinh?

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV10C01

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Snapshot – Communicate responsively

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

Content description

AC9LV10C01

using evaluative language to acknowledge strengths in others' arguments or provide evidence to justify, contradict, challenge or rebut alternative views in a courteous manner, for example, *hay/úng/thú vị/hợp lý/công bằng lắm* or *Tôi rất thích cách giải thích của bạn, rõ ràng và hợp lý lắm. Bạn nói có lý những tôi nghĩ rằng ... Lý thuyết thì như vậy, nhưng trên thực tế thì... Hay là mình thử làm thử này/cách khác xem sao?*

Continuum extract

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- 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
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Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LV10C01

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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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV10C01

using evaluative language to acknowledge strengths in others' arguments or provide evidence to justify, contradict, challenge or rebut alternative views in a courteous manner, for example, *hay/úng/thú vị/hợp lý/công bằng lắm* or *Tôi rất thích cách giải thích của bạn, rõ ràng và hợp lý lắm. Bạn nói có lý những tôi nghĩ rằng ... Lý thuyết thì như vậy, nhưng trên thực tế thì... Hay là mình thử làm thử này/cách khác xem sao?*

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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 – Communicate responsively

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

Content description

AC9LV10C01

using Vietnamese idioms and proverbs to illustrate ideas and opinions about learning, for example, *Học thầy không tầy học bạn. Cần cù bù thông minh.*

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV10C01

using Vietnamese idioms and proverbs to illustrate ideas and opinions about learning, for example, *Hoặc thầy không thầy học ba. Còn củ bù thông minh.*

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

Snapshot – Communicate responsively

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

Content description

AC9LV10C01

using sympathetic language to signal empathy, restraint or indirect disagreement, for example, *Tôi hiểu/rất thông cảm với bạn ..., Tôi biết rằng bạn nể ..., Tôi hiểu, khoan đã*

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Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LV10C01

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV10C01

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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 – Communicate responsively

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

Content description

AC9LV10C01

adapting own language use for different audiences or degrees of formality such as moving from informal to formal language, for example, *mình/ông/bà* to *thưa anh/chị/kính thưa ông bà* or *lòng thành kính* to *lòng nhân ái*

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV10C01

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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

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

AC9LV10C02

contribute to discussions that involve diverse to outcomes, issues and compare experiences

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Elaborations

- organising and participating in real or simulated shopping experiences such as a class shopping trip to a market, using for negotiating, bargaining, exchanging or returning goods, for example, Có th^h gi^hm giá cho h^hc sinh ^hh^hc không? Tôi có th^h tr^h l^hi ^hh^hc không n^hu l^h/l^hã làm m^ht hóa ^hh^hn mua hàng? Cái ^hh^hn tho^hi này b^h n^ht màn hình, cô có th^h ^hh^hi cái m^hi cho tôi ^hh^hc không?
- role-playing formal or informal negotiations, such as resolving a disagreement between parents and children or teacher and students, for example, Ba m^h ^hh^hi, con mu^hn ^hh^hi làm thêm cu^hi tu^hn. Không c^hn thi^ht ^hh^hu, con nên t^hp trung lo ^hh^hc ^hh^hi., or Th^ha cô, vì máy vi tính b^h h^h nên em ch^ha làm bài xong, cô có th^h cho em n^hp bài ngày mai ^hh^hc không?
- negotiating a particular course of action such as planning a day out with a guest, for example, Cu^hi tu^hn này có nhi^hu phim hay l^hm, th^hi ti^ht c^hng thích h^hp ^hh^h ^hh^hi b^hi n^ha, các ti^hm qu^hn áo cu^hng ^hh^hang gi^hm giá, nhóm mình mu^hn làm gì? Thôi mình lo ^hh^hi mua ^hh^h tr^hh^hc ^hh^hi vì các ti^hm ch^h gi^hm giá có ba ngày thôi, coi phim và ^hh^hi b^hi ^hh^h tu^hn sau c^hng ^hh^hc mà. Các b^hn có ^hh^hng ý không?
- participating in simulated interviews and alternatively taking the role of prospective employer and job applicant, for example, Kinh nghi^hm c^ha em ^h công vi^hc này? Em có kinh nghi^hm làm vi^hc ^h nhà hàng ^hh^hc hai n^hm r^hi.
- devising a plan and solution for common problems or issues that young people may face such as a pros and cons list, for example, l^hi ích và tác ^hh^hi c^ha vi^hc v^ha ^hh^hi h^hc v^ha làm
- making individual purchasing decisions by comparing items from a range of suppliers for features such as price, country of origin, quality, capacity for recycling, reliability, warranty and safety, for example, Tôi hay mua ^hh^h ^hh^hi n^h t^h ^hh^hi ti^hm ó vì ch^ht l^hng cao mà giá c^h lúc nào c^hng r^h h^hn các ti^hm khác. Nh^hng v^ht li^hu này có th^h tái ch^h ^hh^hc không?
- debating with peers on social, cultural, environmental or educational issues with reference to their own and , for example, Có nên b^ht bu^hc h^hc sinh h^hc ngo^hi ng^h không? Có ph^hi vào ^hh^hi h^hc là con ^hu^hng duy nh^ht d^hn ^hh^hn thành công?
- being the teacher or buddy and annotating peers' draft work, offering suggestions about the sequence of ideas, grammatical structures, paragraphs and layout

Students learn to:

contribute to discussions that involve diverse views to negotiate outcomes, address compare experiences

(AC9LV10C02)

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
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Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Futures

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

Analysing

- Draw conclusions and provide reasons

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social management

- Communication
- Collaboration

Futures

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

Social management

- Communication
- Collaboration

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LV10C02

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

AC9LV10C02

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

AC9LV10C02

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

AC9LV10C02

organising and participating in real or simulated shopping experiences such as a class shopping trip to a market, using language for negotiating, bargaining, exchanging or returning goods, for example, Có th^ể gi^ảm giá cho h^àc sinh ^để c^ó không? Tôi có th^ể tr^ả l^{ời} ^để c^ó không n^{ếu} l^à/l^à làm m^{ột} hóa ^để n^h mua hàng? Cái ^để n^h th^o ^để i này b^{ên} n^{ào} t^{ên} màn hình, cô có th^ể ^để i cái m^ài cho tôi ^để c^ó không?

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV10C02

organising and participating in real or simulated shopping experiences such as a class shopping trip to a market, using language for negotiating, bargaining, exchanging or returning goods, for example, Có th^ể gi^ảm giá cho h^àc sinh ^để c^ó không? Tôi có th^ể tr^ả l^{ời} ^để c^ó không n^{ếu} l^à/l^à làm m^{ột} hóa ^để n^h mua hàng? Cái ^để n^h th^o ^để i này b^{ên} n^{ào} t^{ên} màn hình, cô có th^ể ^để i cái m^ài cho tôi ^để c^ó không?

Continuum extract

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- 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

AC9LV10C02

role-playing formal or informal negotiations, such as resolving a disagreement between parents and children or teacher and students, for example, Ba m^à ^để i, con m^àn ^để i làm thêm c^u ^để i t^un. Không c^ón thi^{ết} ^để i, con nên t^{ập} trung lo ^để c^ó ^để i., or Th^ảa cô, vì máy vi tính b^{ên} h^àn nên em ch^ảa làm bài xong, cô có th^ể cho em n^hp bài ngày mai ^để c^ó không?

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV10C02

role-playing formal or informal negotiations, such as resolving a disagreement between parents and children or teacher and students, for example, Ba mẹ tôi, con muốn tôi làm thêm cuối tuần. Không cần thì tôi đâu, con nên tập trung lo học đi., or Thưa cô, vì máy vi tính bị hỏng nên em chưa làm bài xong, cô có thể cho em nộp bài ngày mai được không?

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV10C02

negotiating a particular course of action such as planning a day out with a guest, for example, Cuối tuần này có nhiều phim hay lắm, tôi thích công thức hợp với bạn nha, các tiệm quần áo cuối tuần đang giảm giá, nhóm mình muốn làm gì? Tôi mình lo mua đồ ăn vì các tiệm chỉ giảm giá có ba ngày thôi, coi phim và đi chơi cuối tuần sau cũng được mà. Các bạn có ý gì 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 – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV10C02

negotiating a particular course of action such as planning a day out with a guest, for example, Cuối tuần này có nhiều phim hay lắm, tôi thích công thức hợp với bạn nha, các tiệm quần áo cuối tuần đang giảm giá, nhóm mình muốn làm gì? Tôi mình lo mua đồ ăn vì các tiệm chỉ giảm giá có ba ngày thôi, coi phim và đi chơi cuối tuần sau cũng được mà. Các bạn có ý gì 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

AC9LV10C02

participating in simulated interviews and alternatively taking the role of prospective employer and job applicant, for example, Kinh nghiệm của em về công việc này? Em có kinh nghiệm làm việc ở nhà hàng được hai năm rồi.

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

AC9LV10C02

participating in simulated interviews and alternatively taking the role of prospective employer and job applicant, for example, Kinh nghiệm của em về công việc này? Em có kinh nghiệm làm việc ở nhà hàng không hai năm rồi.

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

AC9LV10C02

devising a plan and solution for common problems or issues that young people may face such as a pros and cons list, for example, Lợi ích và tác hại của việc sử dụng mạng xã hội là 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 – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV10C02

devising a plan and solution for common problems or issues that young people may face such as a pros and cons list, for example, Lợi ích và tác hại của việc sử dụng mạng xã hội là gì?

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 – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9LV10C02

making individual purchasing decisions by comparing items from a range of suppliers for features such as price, country of origin, quality, capacity for recycling, reliability, warranty and safety, for example, Tôi hay mua đồ điện tử ở siêu thị vì chất lượng cao mà giá cả lúc nào cũng rẻ hơn các tiệm khác. Nhưng vấn đề là siêu thị này có thể tái chế rác thải không?

Continuum extract

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

- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and

arguments before making recommendations

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

AC9LV10C02

debating with peers on social, cultural, environmental or educational issues with reference to their own views and values, for example, Có nên b¹t bu²c h³c sinh h⁴c ngo⁵i ng⁶ không? Có ph⁷i vào ⁸ ⁹ h¹⁰c là con ¹¹ ¹²ng duy nh¹³t d¹⁴n ¹⁵ ¹⁶n thành công?

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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV10C02

debating with peers on social, cultural, environmental or educational issues with reference to their own views and values, for example, Có nên b¹t bu²c h³c sinh h⁴c ngo⁵i ng⁶ không? Có ph⁷i vào ⁸ ⁹ h¹⁰c là con ¹¹ ¹²ng duy nh¹³t d¹⁴n ¹⁵ ¹⁶n thành công?

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

AC9LV10C02

debating with peers on social, cultural, environmental or educational issues with reference to their own views and values, for example, Có nên b¹t bu²c h³c sinh h⁴c ngo⁵i ng⁶ không? Có ph⁷i vào ⁸ ⁹ h¹⁰c là con ¹¹ ¹²ng duy nh¹³t d¹⁴n ¹⁵ ¹⁶n thành công?

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

AC9LV10C02

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

AC9LV10C02

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

AC9LV10C03

evaluate and synthesise information, ideas and in a broad range of spoken, written and and respond appropriately to cultural , and

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Elaborations

- researching different on the same issue presented in a range of media sources, such as songs, , films or documentaries, to discuss a such as deforestation, sustainable development or overpopulation, for example, Làm th■ nào gi■m phá r■ng ■ Vi■t Nam? Làm th■ nào gi■m b■t n■n cháy r■ng ■ Úc? Làm th■ nào phân lo■i các rác th■i m■t cách hi■u qu■ nh■t?
- critically analysing to prepare a debate on a topic related to social or environmental issues, for example, ■i■n tho■i di ■■ng nên b■ c■m ■ tr■ng
- identifying how feelings and are expressed through , such as the use of emotive in speeches, essays or stories, and then using this in their own , for example, Tôi th■t h■nh phúc khi có m■t ■ ■ây!
- to or First Nations Australian stories in English, and creating an profile in Vietnamese
- comparing the , , and of in traditional and contemporary Vietnamese arts and entertainment, for example, contrasting the original story S■ Tích Ông Táo with its modern comic version or comparing the way the same story is expressed in the film ■n Khê■ Tra■ Va■ng and in the folk tale ■n Khê■ Tra■ Va■ng
- conducting surveys and interviews with peers and organising information using graphic organisers, presenting on topics related to daily life in a pie chart based on the answers to , for example, M■i ngày b■n m■t bao nhiêu th■i gian lên m■ng? B■n s■ d■ng máy vi tính ■■ làm gì? Theo b■n, làm th■ nào duy trì ■i s■ng lành m■nh?
- analysing the use of images, sounds, and in Vietnamese songs, films and , and incorporating some of these elements in a short video or presentation
- investigating information about a significant Vietnamese person or to a about them, for example, a for an imagined interview with a person or
- presenting information in a format about their family's heritage by researching their own biographies, for example, by talking with relatives in Australia and elsewhere to know more about their history or circumstances

Students learn to:

**evaluate and synthesise information, ideas and perspectives in a broad range of sp
multimodal texts and respond appropriately to cultural context, purpose and audien**

(AC9LV10C03)

General capabilities and cross-curriculum priorities

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

Inquiring

- Identify, process and evaluate information

Reading and viewing

- Understanding texts

Speaking and listening

- Listening

Elaborations

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

Inquiring

- Identify, process and evaluate information

Systems

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

Inquiring

- Identify, process and evaluate information

Systems

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

World views

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

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Inquiring

- Identify, process and evaluate information

Reflecting on culture and cultural diversity

- Examine cultural perspectives and world views

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV10C03

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 – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

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

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

AC9LV10C03

researching different perspectives on the same issue presented in a range of media sources, such as songs, performances, films or documentaries, to discuss a subject such as deforestation, sustainable development or overpopulation, for example, Làm thế nào giảm phá rừng ở Việt Nam? Làm thế nào giảm ô nhiễm cháy rừng ở Úc? Làm thế nào phân loại các rác thải một cách hiệu quả nhất?

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV10C03

critically analysing texts to prepare a debate on a topic related to social or environmental issues, for example, Nên thôi đi không nên bỏ cấm trường

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV10C03

identifying how feelings and attitudes are expressed through language, such as the use of emotive language in speeches, essays or stories, and then using this language in their own texts, for example, Tôi thật hạnh phúc khi có mặt đây!

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

AC9LV10C03

identifying how feelings and attitudes are expressed through language, such as the use of emotive language in speeches, essays or stories, and then using this language in their own texts, for example, Tôi thật hạnh phúc khi có mặt ở đây!

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 – Explore the influence of cultures on interactions

Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions

Content description

AC9LV10C03

identifying how feelings and attitudes are expressed through language, such as the use of emotive language in speeches, essays or stories, and then using this language in their own texts, for example, Tôi thật hạnh phúc khi có mặt ở đây!

Continuum extract

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

- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV10C03

comparing the attitudes, beliefs, values and language of characters in traditional and contemporary Vietnamese arts and entertainment, for example, contrasting the original story Sấm Tích Ông Táo with its modern comic version or comparing the way the same story is expressed in the film Chuyện Khề Trai và Nàng and in the folk tale Chuyện Khề Trai và Nàng

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 relationship between cultures and identities

Content description

AC9LV10C03

comparing the attitudes, beliefs, values and language of characters in traditional and contemporary Vietnamese arts and entertainment, for example, contrasting the original story Sấm Tích Ông Táo with its modern comic version or comparing the way the same story is expressed in the film Sấm Khê Tra Vaêng and in the folk tale Sấm Khê Tra Vaêng

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 – Identify, process and evaluate information

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

Content description

AC9LV10C03

conducting surveys and interviews with peers and organising information using graphic organisers, presenting perspectives on topics related to daily life in a pie chart based on the answers to questions, for example, Mấy ngày bạn mất bao nhiêu thời gian lên mạng? Bạn sử dụng máy vi tính để làm gì? Theo bạn, làm thế nào duy trì lối sống lành mạnh?

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 – Examine cultural perspectives and world views

Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views

Content description

AC9LV10C03

conducting surveys and interviews with peers and organising information using graphic organisers, presenting perspectives on topics related to daily life in a pie chart based on the answers to questions, for example, Mấy ngày bạn mất bao nhiêu thời gian lên mạng? Bạn sử dụng máy vi tính để làm gì? Theo bạn, làm thế nào duy trì lối sống lành mạnh?

Continuum extract

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

- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV10C03

Continuum extract

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

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

information and digital sources

- evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV10C03

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV10C03

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

AC9LV10C03

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

AC9LV10C04

Interpret and meaning: Interpret and meaning in familiar and unfamiliar

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Elaborations

- short and excerpts from a range of informative, personal and literary , identifying cultural elements and reflecting on how they are encoded differently in Vietnamese and English, for example, the use of family terms, titles and terms of , cô, chú, anh, chị, em
- translating written expressions associated with politeness and social behaviours in Vietnamese, for example, opening and closing of formal/informal letters with such as Kính thưa giám đốc, Bà kính yêu/Bà thân mến, Thân/Thân mến/Thân ái/Thân chào/Trân trọng kính chào , and comparing them with standard expressions in English, such as ‘Dear ...’, ‘Yours sincerely/faithfully’, ‘Kind regards/Regards’
- viewing English-language films or documentaries with Vietnamese subtitles and vice versa, evaluating the effectiveness of the and explaining associated cultural aspects, for example, a

documentary about street food

- understanding and using common Sino-Vietnamese appropriate to such as for formal occasions, for example, *hôn lễ* phu nhân, not *hôn lễ* *ai* n bà; *viên* d *ai* ng la *ai* o, not *nhà* ng *ai* già
- translating a range of , such as advertisements, speeches, songs, and story or film extracts, and examining the appropriateness of for specific and
- analysing and discussing similarities, differences and cultural influences in common Vietnamese and English idiomatic expressions, for example, *Có chí thì nên* = Where there's a will there's a way, *Đừng trông mặt mà bắt hình dong* = Don't judge a book by its cover, *Đầu bạc đuôi* = To be born with a silver spoon in one's mouth and *Đánh con tằm thu còn th* = Strike while the iron is hot
- exploring diverse ways in which meaning is in Vietnamese and English, such as multiple meanings of , for example, 'old' may be translated as *già* or *c*, *ngon* as 'tasty', 'delicious', 'mouth-watering', 'scrumptious' or 'rich', and comparing synonyms for , for example, 'running', 'sprinting', 'dashing', 'jogging' and *chạy* nhanh, *chạy* v *ai* t, *chạy* b
- translating children's stories from English into Vietnamese and vice versa, and discussing how to maintain original meaning when tailoring for different and cultural backgrounds

Students learn to:

interpret and translate non-verbal, spoken and written interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts

(AC9LV10C04)

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

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

Engaging with cultural and linguistic diversity

- Communicate responsively

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV10C04

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

AC9LV10C04

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

AC9LV10C04

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

AC9LV10C04

reading short texts and excerpts from a range of informative, personal and literary texts, identifying cultural elements and reflecting on how they are encoded differently in Vietnamese and English, for example, the use of family terms, titles and terms of address, cô, chú, anh, chị, em

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV10C04

translating written expressions associated with politeness and social behaviours in Vietnamese, for

example, opening and closing of formal/informal letters with phrases such as Kính thưa giám đốc, Bà/m■ kính yêu/B■n thân m■n, Thân/Thân m■n/Th■ng m■n/Thân chào/Trân trọng kính chào , and comparing them with standard expressions in English, such as 'Dear ...', 'Yours sincerely/faithfully', 'Kind regards/Regards'

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

AC9LV10C04

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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

AC9LV10C04

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
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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV10C04

Continuum extract

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- 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

AC9LV10C04

understanding and using common Sino-Vietnamese words appropriate to context such as for formal occasions, for example, hô■i phu■ n■, not hô■i ■a■n ba■; viê■n d■ng la■o, not nhà ng■i già

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 – Communicate responsively

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

Content description

AC9LV10C04

understanding and using common Sino-Vietnamese words appropriate to context such as for formal occasions, for example, *hội phu nhân*, not *hội bà*; *viên trưởng* la, not *nhà ng* già

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV10C04

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

AC9LV10C04

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

AC9LV10C04

analysing and discussing similarities, differences and cultural influences in common Vietnamese and English idiomatic expressions, for example, *Có chí thì nên* = Where there's a will there's a way, *Đừng trông mặt mà bắt hình dong* = Don't judge a book by its cover, *Đầu bạc răng long* = To be born with a silver spoon in one's mouth and *Đánh con tằm thu còn thối* = Strike while the iron is hot

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
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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV10C04

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Continuum extract

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- 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

AC9LV10C04

exploring diverse ways in which meaning is conveyed in Vietnamese and English, such as multiple meanings of words, for example, 'old' may be translated as già or cũ, ngon as 'tasty', 'delicious', 'mouth-watering', 'scrumptious' or 'rich', and comparing synonyms for verbs, for example, 'running', 'sprinting', 'dashing', 'jogging' and chạy nhanh, chạy vọt, chạy bền

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

AC9LV10C04

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- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV10C04

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 – Communicate responsively

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

responsively

Content description

AC9LV10C04

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

AC9LV10C05

and present informative and imaginative for diverse and , selecting vocabulary, expressions, grammatical structures and a range of features and to different

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Elaborations

- producing a range of for diverse and to own ideas on topics, for example, a multimedia presentation about the benefits of recycling or a speech about why they should be chosen to go on an trip to Vietnam
- creating print, digital stories, songs, skits or comics, considering main , themes, settings and plots, for diverse that reflect Vietnamese , and , such as Vietnamese New Year celebrations
- presenting about a social, environmental or cultural issue such as cyberbullying, using graphic organisers to display information and using appropriate referencing
- 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
- creating own imaginative such as dialogues, poems, songs or short stories, using an array of , for example, pictures, , music and , to different emotions such as love, happiness, excitement, frustration and sadness
- own imaginative such as animated stories, games or short films, with different settings, and events, using a range of appropriate vocabulary and expressions, and audiovisual aids for effect
- creating that reflect on significant Vietnamese or Australian events or histories, for example, Thánh Gióng, Bánh Chưng Bánh Dày, Tết Nguyên Đán, Tết Trung Thu, Anzac Day or Harmony Day
- spoken or written that reflect own on Vietnamese , and , such as own of traditional filial piety and value of education in the modern
- creating a multimedia self-profile that captures elements of the experience of learning a second or living across , communities and cultural traditions
- collaborating with peers to their own dramatic or humorous representations of people, situations or events encountered in their own lives that reflect their experiences of living in a multicultural and multilingual society
- an autobiographical account to share with others, describing key milestones in own life such as a visit to family in Vietnam, a sporting event, music concert, getting a learner's permit or a cultural celebration, for example, the personal experience of attending the Moon festival/Multicultural Day/ Tet Festival

Students learn to:

create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and convey to different audiences

(AC9LV10C05)

General capabilities and cross-curriculum priorities

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

Speaking and listening

- Speaking

Writing

- Creating texts
- Creating texts

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social management

- Communication

Creating and exchanging

- Respect intellectual property

Social management

- Communication

Futures

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

Country/Place

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

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

- Collaboration

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social management

- Communication

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social management

- Communication

Social management

- Communication

- Collaboration

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social management

- Communication

Resources

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LV10C05

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

AC9LV10C05

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

AC9LV10C05

Learning progression extract

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV10C05

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

AC9LV10C05

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 – 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

AC9LV10C05

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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV10C05

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 – Respect intellectual property

Digital Literacy: Creating and exchanging: Respect intellectual property

Content description

AC9LV10C05

Continuum extract

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

- respect intellectual property by identifying the legal obligations regarding the ownership and appropriate use of products, exploring copyright protocols and applying some referencing conventions
- respect intellectual property by applying practices that comply with ethical and legal obligations, referencing conventions and copyright protocols
- respect intellectual property by identifying and applying practices that meet legal and ethical obligations, referencing conventions, copyright and trademark protocols

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV10C05

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

AC9LV10C05

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 – Communicate responsively

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

Content description

AC9LV10C05

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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV10C05

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 – Communicate responsively

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

Content description

AC9LV10C05

creating performances that reflect on significant Vietnamese or Australian events or histories, for example, Thánh Gióng, Bánh Chưng Bánh Dày, Tết Nguyên Đán, Tết Trung Thu, Anzac Day or Harmony Day

Continuum extract

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- 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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV10C05

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Continuum extract

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

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV10C05

creating performances that reflect on significant Vietnamese or Australian events or histories, for example, Thánh Gióng, Bánh Chưng Bánh Dày, Tết Nguyên Đán, Tết Trung Thu, Anzac Day or Harmony Day

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 – 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

AC9LV10C05

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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV10C05

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 – 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

AC9LV10C05

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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV10C05

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

AC9LV10C05

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

AC9LV10C05

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 – 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

AC9LV10C05

writing an autobiographical account to share with others, describing key milestones in own life such as a visit to family in Vietnam, a sporting event, music concert, getting a learner's permit or a cultural celebration, for example, the personal experience of attending the Moon festival/Multicultural Day/ Tet Festival

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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV10C05

writing an autobiographical account to share with others, describing key milestones in own life such as a visit to family in Vietnam, a sporting event, music concert, getting a learner's permit or a cultural celebration, for example, the personal experience of attending the Moon festival/Multicultural Day/ Tet Festival

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

AC9LV10U01

apply features and of spoken Vietnamese to in responding to and creating in familiar and unfamiliar

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Elaborations

- recognising and using in , using pauses and to signal boundaries and emphasis, for example, Con thi ch ca i a lo ma me t cho con hôm sinh nhật v a rô i.
- applying knowledge of , , and to own use of spoken Vietnamese for a range of social , such as asking or expressing emotions, for example, expressing happiness, sadness, surprise or excitement in B n i Vi t Nam m t mình h ? Thi t không? Th t là tuy t v i! Thi t là b t ng !
- understanding 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
- recognising that of can indicate the relationship between speakers, emotion and shape meaning, for example, distinguishing between a compliment and irony in the exclamatory Hôm nay em n s m th !
- experimenting with and , improving coherence and increasing expressive range by singing popular Vietnamese songs or by out loud from unfamiliar such as newspapers, novels, reports
- identifying the people and factors that influence their own Vietnamese use and speech patterns, such as parents, teachers, peers and films

Students learn to:

apply features and conventions of spoken Vietnamese to extend fluency in respond

texts in familiar and unfamiliar contexts

(AC9LV10U01)

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social management

- Communication

Resources

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LV10U01

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

AC9LV10U01

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

AC9LV10U01

recognising and using rhythm in complex sentences, using pauses and intonation to signal clause boundaries and emphasis, for example, Con thi■ch ca■i a■o ma■ me■ t■ng cho con hôm sinh nh■t v■a rô■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

AC9LV10U01

applying knowledge of pronunciation, intonation, tone and pace to own use of spoken Vietnamese for a range of social interactions, such as asking questions or expressing emotions, for example, expressing happiness, sadness, surprise or excitement in B■n ■i Vi■t Nam m■t mình h■? Thi■t không? Th■t là tuy■t v■i! Thi■t là b■t ng■!

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

AC9LV10U01

understanding 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, Th■a quý khách, chuy■n bay VA123 s■ kh■i hành trong vòng ít phút n■a

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

AC9LV10U01

recognising that tone of voice can indicate the relationship between speakers, convey emotion and shape meaning, for example, distinguishing between a compliment and irony in the exclamatory sentence Hôm nay em ■n s■m th■!

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

AC9LV10U01

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 – 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

Content description

AC9LV10U01

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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV10U01

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

AC9LV10U02

apply knowledge of grammatical structures to meaning and compose that contain some complex structures and ideas

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Elaborations

- understanding and using onomatopoeic such as **m m**, **a o a o**, **ra o ra o**, **rì rào**, **ro c ra ch**, **ti ta ch**, **ii u** in own spoken and written , for example, **s m ch p m m**, **m a r i tí tách**, **gió th i rì rào**, **su i ch y róc rách**, **pháo n i ùng**
- exploring the meaning of Sino-Vietnamese and providing their equivalents in modern Vietnamese, for example, **tô quốc = â t n c**, **ph m u = cha m**, **phu n = a n ba**, **huynh ê = anh em**, **phi tr ng = sân bay**, **l ng th c = n n**
- understanding and using abstract , and to express sophisticated concepts and , for example, **Không gì có th sánh b ng công n và tình th ng c a cha m i v i con cái**.
- using compound structures to elaborate on ideas and clarify or justify opinions, for example, **Con th i ch i n nhà hàng ma me t ch sinh nh t cho bà n i lu c bà qua Úc n m r i vì ch ó th c n ngon mà i r n a**
- using a range of endings to soften commands, for example, **H c bài i ch ! H c bài i nha!**
- sequencing and adding ideas, events and actions using a variety of cohesive devices such as **ngoai ra**, **h n n a**, **tuy nhiên** and **bên ca nh o**
- using a range of and expressions to express different levels of certainty in opinions, for example, **Tôi oa n/nghi /tin/ ch c ch n r ng ...**

Students learn to:

apply knowledge of grammatical structures to predict meaning and compose texts t complex structures and ideas

(AC9LV10U02)

General capabilities and cross-curriculum priorities

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

Writing

- Grammar

Social management

- Communication

Elaborations

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

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Resources

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LV10U02

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

AC9LV10U02

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

AC9LV10U02

understanding and using onomatopoeic words such as **m m**, **a o a o**, **ra o ra o**, **rì rào**, **ro c ra ch**, **ti ta ch**, **i u** in own spoken and written texts, for example, **s m ch p m m**, **m a r i** tí tách, **gió th i rì rào**, **su i ch y róc rách**, **pháo n i ùng**

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

AC9LV10U02

exploring the meaning of Sino-Vietnamese words and providing their equivalents in modern Vietnamese, for example, **tô quô c** = **â t n c**, **ph m u** = **cha m**, **phu n** = **a n ba**, **huynh ê** = **anh em**, **phi tr ng** = **sân bay**, **l ng th c** = **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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV10U02

understanding and using abstract nouns, adjectives and verbs to express sophisticated concepts and attitudes, for example, **Không gì có th sánh b ng công n và tình th ng c a cha m i v i con cái.**

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

AC9LV10U02

using compound sentence structures to elaborate on ideas and clarify or justify opinions, for example, Con thi ch i n nhà hàng mà me t ch sinh nh t cho bà n i lu c bà qua Úc n m rô i vì ch ó th c n ngon mà l i r n a

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

AC9LV10U02

using a range of sentence endings to soften commands, for example, H c bài i ch! H c bài i nha!

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

AC9LV10U02

sequencing and adding ideas, events and actions using a variety of cohesive devices such as ngoa i ra, h n n a, tuy nhiên and bên ca nh o

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

AC9LV10U02

using a range of words and expressions to express different levels of certainty in opinions, for example, Tôi oa n/nghi /tin/ch c ch n r ng ...

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

AC9LV10U03

reflect on and evaluate Vietnamese , using to analyse and features

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-

Elaborations

- analysing how choices help achieve particular and effects, for example, descriptive to promote a product, to reflect on an experience or to review a literary work, persuasive to influence , or humorous techniques to entertain
- identifying appropriate salutations, depending on their personal relationship or social ranking, in specific such as emails, speeches or interviews, for example, Ki nh th a ... /Th a ..., ...thân mê n/th ng mê n, ki nh cha o/cha o ...
- explaining their selection of vocabulary and grammatical and textual features in terms of their intended and when such as emails, songs, slogans or public signs

- understanding and transforming to suit different (to persuade, entertain, etc.), different (children, adolescents, Vietnamese people, Australians, etc.), and different types of (, reports, speeches, etc.)
- comparing the meaning and use of Vietnamese and English , such as càng ... càng = 'the more ... the more ...' or 'more and more', vừa ... vừa ... = 'both ... and', chẳng những ... mà còn = 'not only ... but also', không ... mà cũng không = 'neither ... nor', and using them in own speech and
- identifying and cultural references that contribute to the overall meaning or of , for example, a such as Chúng tôi chúng ta hãy bỏ tay sao? to call for action, or truyền thống tôn sư trọng đạo to promote the value of education

Students learn to:

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

(AC9LV10U03)

General capabilities and cross-curriculum priorities

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

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

Elaborations

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

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Generating

- Create possibilities

Engaging with cultural and linguistic diversity

- Communicate responsively

Inquiring

- Identify, process and evaluate information

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV10U03

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

AC9LV10U03

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

AC9LV10U03

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

AC9LV10U03

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LV10U03

identifying appropriate salutations, depending on their personal relationship or social ranking, in specific text types such as emails, speeches or interviews, for example, *Kính thưa ... /Thưa ..., ...thân mến/thưa ...ng mến, kính chào/cha ...*

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LV10U03

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 – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LV10U03

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 – Communicate responsively

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

Content description

AC9LV10U03

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

AC9LV10U03

comparing the meaning and use of Vietnamese and English conjunctions, such as *ca■ng ... ca■ng* = 'the more ... the more ...' or 'more and more', *v■■a ... v■■a* ... = 'both ... and', *ch■■ng nh■■ng ... ma■ co■n* = 'not only ... but also', *kh■ng ... ma■ cu■ng kh■ng* = 'neither ... nor', and using them in own speech and writing

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

responsively

Content description

AC9LV10U03

comparing the meaning and use of Vietnamese and English conjunctions, such as *ca...ng ... ca...ng* = 'the more ... the more ...' or 'more and more', *v...a ... v...a* ... = 'both ... and', *ch...ng nh...ng ... ma... co...n* = 'not only ... but also', *không ... ma... cu...ng không* = 'neither ... nor', and using them in own speech and writing

Continuum extract

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

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

Snapshot – Communicate responsively

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

Content description

AC9LV10U03

identifying language features and cultural references that contribute to the overall meaning or purpose of texts, for example, a rhetorical question such as *Ch...ng l... chúng ta ch...u bó tay sao?* to call for action, or *truy...n th...ng tôn s... tr...ng ...o* to promote the value of education

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

AC9LV10U04

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

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Elaborations

- explaining how cultural assumptions influence meaning, for example, the action of hugging as an indication of friendliness in English-speaking versus gender intimacy in Vietnamese-speaking
- discussing elements of successful , for example, flexibility, awareness of differences in cultural and religious practices such as *th... cu...ng tô... tiên*
- considering own and others' responses and reactions in Vietnamese-English and discussing reasons for different interpretations of meaning, for example, knowing that Vietnamese-speaking people generally like to avoid conflict and use expressions such as *Tôi e r...ng... B...n nói c...ng có lý nh...ng mà ...* whereas English speakers may prefer to be more direct
- 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
- exploring how cultural concepts such as respect for authority influence Vietnamese communicative practices, for example, not making eye contact or not expressing strongly opposing personal when with someone more senior to themselves
- exploring the influence of popular on Vietnamese spoken in Vietnam and overseas through the development of new vocabulary such as *phong cách/th... trang Hàn qu...c, truy...n tranh Nh...t B...n, nh...c RIB/hiphop*
- investigating significant , and that are reflected in different forms of media such as the internet, arts and entertainment, and stories such as *S... ti...ch ba...nh ch...ng ba...nh da...y*
- recognising and analysing similarities or differences that might be culturally significant across

, for example, similarities such as the use of the heart as a symbol of love or doves as a symbol of peace, and differences such as the use of the colour white to signify purity in Western but bad luck in Eastern

- discussing whether being or multilingual allows for a more flexible sense of in ways that involve as well as

Students learn to:

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

(AC9LV10U04)

General capabilities and cross-curriculum priorities

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

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Elaborations

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

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Analysing

- Interpret concepts and problems

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

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.

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

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- Reflect on the relationship between cultures and identities

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Self-management

- Perseverance and adaptability

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV10U04

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 – Communicate responsively

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

Content description

AC9LV10U04

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 – 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

AC9LV10U04

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Communicate responsively

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

responsively

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Snapshot – Reflect on the relationship between cultures and identities

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

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV10U04

discussing elements of successful intercultural communication, for example, flexibility, awareness of differences in cultural and religious practices such as th^h cu^{ng} tô^{tiên}

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Snapshot – Reflect on the relationship between cultures and identities

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

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV10U04

considering own and others' responses and reactions in Vietnamese-English intercultural exchanges and discussing reasons for different interpretations of meaning, for example, knowing that

Vietnamese-speaking people generally like to avoid conflict and use expressions such as Tôi e r■ng...
B■n nói c■ng có lý nh■ng mà ... whereas English speakers may prefer to be more direct

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Snapshot – Communicate responsively

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

Content description

AC9LV10U04

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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AC9LV10U04

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Snapshot – Communicate responsively

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

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV10U04

exploring the influence of popular culture on Vietnamese language spoken in Vietnam and overseas through the development of new vocabulary such as phong cách/th■i trang Hàn qu■c, truy■n tranh Nh■t

B■n, nh■c RIB/hiphop

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Snapshot – Communicate responsively

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

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV10U04

investigating significant attitudes, beliefs and values that are reflected in different forms of media such as the internet, arts and entertainment, and stories such as S■■ ti■ch ba■nh ch■ng ba■nh da■y

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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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Reflect on the relationship between cultures and identities

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

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

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Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9LV10U04

Continuum extract

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

- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts
- devise, evaluate and adapt strategies to engage with unexpected or challenging situations