

**(no-code)**

**with others using to information in familiar about self and personal world**

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## Elaborations

- [illegible]

Students learn to:

**interact with others using modelled language to exchange information in familiar contexts and personal world**

(AC9LC8EC01)

## General capabilities and cross-curriculum priorities

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

## Speaking and listening

- Interacting

## Social management

- Communication

## Elaborations

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

## Social management

- Communication

## Social management

- Communication

## Social management

- Communication

## Resources

## Snapshot – Interacting

**Literacy: Speaking and listening: Interacting**

## Content description

AC9LC8EC01

## Learning progression extract

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

- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes

- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

### **Snapshot – Communication**

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

##### **Content description**

AC9LC8EC01

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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### **Resource – Chinese language resource**

## **Chinese**

### **Language support resource**

## Introduction

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

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 Chinese 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.

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.

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 whatever approaches, methodologies and pedagogies suit their students' learning.

Download

**develop Chinese to in classroom , routines, tasks and responsibilities**

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- asking , for example, using , with a real or imagined new student, ■■■■■...■■■■■; ■■■■
- engaging in class discussion by responding to such as ■■■■■, and using to express agreement and disagreement with others' opinions, for example, ■, ■■■■■
- responding to correspondence (emails, messages, postcards, etc.) by answering , and clarifying meaning, for example, ■■■■■, ■■■and seeking further information, for example, ■■■■■
- using Chinese to in classroom routines and responding to instructions, for example, ■■■, ■■■ and playing games where students take turns role-playing 'the teacher', giving each other instructions with actions such as ■■■, ■■, ■■, ■, ■, ■, ■■■, ■■■...
- apologising and requesting or asking permission from peers and the teacher, for example, ■■■■■; ■■■■■; ■■■■■
- exchanging greetings with peers and others, choosing suitable greetings to match age or position, for example, ■■, ■■■ or time of day, ■■, ■■, and using appropriate and

Students learn to:

(AC9LC8EC02)

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

- Interacting

- 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

### **Self-management**

- Perseverance and adaptability

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Social management**

- Communication

### **Resources**

### **Snapshot – Interacting**

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

#### **Content description**

AC9LC8EC02

#### **Learning progression extract**

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### **Snapshot – Communication**

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

#### **Content description**

AC9LC8EC02

#### **Continuum extract**

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

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

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### **Snapshot – Perseverance and adaptability**

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

##### **Content description**

AC9LC8EC02

##### **Continuum extract**

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

- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks
- 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

### **Snapshot – Communication**

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

##### **Content description**

AC9LC8EC02

##### **Continuum extract**

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

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### **AC9LC8EC03**

**in non-verbal, spoken and written with peers to organise relating to daily life and school environment**

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##### **Elaborations**

- using online collaborative learning tools to a rap about greetings and performing it in groups, for example, ■■■■? ■■■■■■■■? ■■■■■■■■■■, and using to support the of , if required
- working with peers to produce a publicity flier for an upcoming event, for example, ■■■■, to promote Chinese learning among school community members or ■■■■ to introduce a new or improved recycling program at school
- planning a class sports day, discussing who prefers which sport and creating a program accordingly
- determining an agreed social with peers, for example, going out on the weekend or a weeknight

Students learn to:

**engage in modelled non-verbal, spoken and written exchanges with peers to organise relating to daily life and school environment**

(AC9LC8EC03)

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

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

##### **Speaking and listening**

- Interacting

##### **Social management**

- Communication
- Collaboration

##### **Elaborations**

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

##### **Social management**

- Communication
- Collaboration

## **Futures**

- Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.
- Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

## **Social management**

- Communication
- Collaboration

## **Social management**

- Communication
- Collaboration

## **Resources**

### **Snapshot – Interacting**

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

##### **Content description**

AC9LC8EC03

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

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- 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**

AC9LC8EC03

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

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collaborative outputs

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### **AC9LC8EC04**

**locate and information and ideas in familiar spoken, written and , responding in ways appropriate to cultural , and**

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#### **Elaborations**

- online blogs and posting comments using supporting images in their own , for example, using emoticons such as >\_<lll to enhance meaning in digital
- representing gathered information by restating key and explaining reasons for actions and feelings, for example, ■■■■■■■■
- summarising the findings of a class survey for an in-person presentation, or in digital or visual format, such as a poster or wall chart, for example, interviewing people about their experiences ■■■■■■■■, and presenting this information to the class, quoting the source of information ■■■■...
- to, or viewing First Nations Australian stories and responding to them in spoken or written Chinese
- obtaining the gist or specific information in spoken by focusing on familiar, predictable items in a flow of , as well as features of , and choice, for example, recognising the emotion and degree of enthusiasm or dislike expressed such as ■■■■■■■■... compared with ■■■■...
- researching a famous Chinese-speaking person or historical event and presenting the information in a profile or timeline
- familiar (shopping brochures, etc.) and understanding particular such as ■■, and working out the final price with the support of online dictionaries and lists
- viewing audiovisual , such as a Chinese-language cooking program, and answering from classmates about some famous Chinese or Taiwanese dishes, for example, ■■■, ■■■, ■■■■, ■■■, ■■■
- locating and identifying key information in written (advertisements, catalogues, menus, packaging, etc.) to locate key points of information in relation to elements such as product, number, price,

target , and suitability to recycle, for example, ■■■■, ■■■■

Students learn to:

**locate and process information and ideas in familiar spoken, written and multimodal**

**responding in ways appropriate to cultural context, purpose and audience**

(AC9LC8EC04)

### **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

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Reading and viewing**

- Understanding texts

#### **Speaking and listening**

- Listening

#### **Elaborations**

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

#### **Inquiring**

- Identify, process and evaluate information

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- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **People**

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Understanding Asia's global significance**

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

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Resources**

#### **Work Samples**

#### **WS02 - ■■■■ (Family introductions)**

#### **WS01 - ■■■■■■■■ (Game constructing sentences with Chinese Characters)**

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

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

#### **Content description**

AC9LC8EC04

#### **Continuum extract**

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

- identify and examine relevant information and opinion from a range of sources, including visual

information and digital sources

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

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

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

### **Content description**

AC9LC8EC04

### **Continuum extract**

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

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

### **Snapshot – Understanding texts**

## **Literacy: Reading and viewing: Understanding texts**

### **Content description**

AC9LC8EC04

### **Learning progression extract**

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

### **Comprehension**

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

### **Processes**

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

### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar,

discipline-specific words

- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

### **Comprehension**

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

### **Processes**

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

### **Vocabulary**

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

### **Comprehension**

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

### **Processes**

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

### **Vocabulary**

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

## **Snapshot – Listening**

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

#### **Content description**

AC9LC8EC04

#### **Learning progression extract**

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

- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content

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

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

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

### **Content description**

AC9LC8EC04

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LC8EC04

### **Continuum extract**

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- 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**

AC9LC8EC04

## **Continuum extract**

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

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

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

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

### **Content description**

AC9LC8EC04

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LC8EC04

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LC8EC04

### **Continuum extract**

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

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

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

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

## **Content description**

AC9LC8EC04

### **Continuum extract**

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

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

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

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

## **Content description**

AC9LC8EC04

### **Continuum extract**

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

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

## **Resource – WS02 - ■■■■ (Family introductions)**

By the end of Year 8, students use Chinese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning . They respond in Chinese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts and demonstrate understanding of how some language reflects cultural practices. They use some familiar characters and Pinyin to support learning .

Students approximate Chinese sound patterns, tones, intonation and rhythms, and recognise the function of tone-syllables and Pinyin. They demonstrate understanding that Chinese has rules for characters, grammar, non-verbal, spoken and written communication . They comment on aspects of Chinese and English language structures and features, using metalanguage. They demonstrate awareness that the Chinese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.

## **AC9LC8EC04**

locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience

## **AC9LC8EC06**

create spoken, written and multimodal informative and imaginative texts, for familiar contexts and purposes using appropriate vocabulary, expressions, sentence structures and some textual conventions, and familiar characters and/or Pinyin

## **AC9LC8EU01**

recognise and use tone-syllable pronunciation and intonation patterns to form words and phrases, and Pinyin to support learning pronunciation

## **AC9LC8EU02**

develop knowledge of, and use sentence structures, characters and writing system features, to understand and create spoken, written and multimodal texts

### **Resource – WS01 - ■■■■■■■■ (Game constructing sentences with Chinese Characters)**

By the end of Year 8, students use Chinese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Chinese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.

They use some familiar characters and Pinyin to support learning. Students approximate Chinese sound patterns, tones, intonation and rhythms, and recognise the function of tone-syllables and Pinyin. They demonstrate understanding that Chinese has rules for characters, grammar, non-verbal, spoken and written communication. They comment on aspects of Chinese and English language structures and features, using metalanguage. They demonstrate awareness that the Chinese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.

## **AC9LC8EC04**

locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience

## **AC9LC8EC05**

develop and begin to apply strategies to interpret, translate and convey meaning in Chinese in familiar contexts

## **AC9LC8EU01**

recognise and use tone-syllable pronunciation and intonation patterns to form words and phrases, and Pinyin to support learning pronunciation

## **AC9LC8EU02**

develop knowledge of, and use sentence structures, characters and writing system features, to understand and create spoken, written and multimodal texts

## **AC9LC8EC05**

**develop and begin to apply strategies to interpret, and meaning in Chinese in familiar**

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### **Elaborations**

- using key such as ■ and ■ to help English into Chinese
- comparing public information in Chinese, such as signs in shops, forecasts and announcements, to English equivalents and explaining their possible meaning and , for example, the sign ■■■ on an unlit shop window to mean 'closed' instead of its literal meaning, 'resting', and identifying and translating specific information and key , for example, ■, ■, ■, ■■, ■/■
- key ideas from Chinese to English with explanation of the and the use of fixed , for example, discussing what Chinese-speaking parents might say to their child when dropping them off at school, such as the Chinese version of "Have a good day" ■■■■■, ■■■■; determining the English version of ■■; considering why people say ■■ at a sports event
- explaining key cultural concepts and practices to English speakers through , for example, "Do we ■■ as 'Spring Festival' or 'Chinese New Year' ?", "Why is ■■■ called 'dragon boat festival' in English?" "Does this capture the essence of this celebration?", "What is lost in ?", "What are



similar examples in English?”

- using etiquette within appropriate and discussing whether the meaning of ■■■■ is the same across , for example, comparing meaning in ■■■■, ■■■■ with ■■■■, ■■■■
  - identifying Chinese symbols in print and digital such as the longevity symbol, and developing ways to include the culturally attached value when expressing the meaning of these symbols in English
  - preparing presentations of data collected from various sources, including in English about familiar people, places and events, for example, ■■■■■■■■, ■■■■■■■■, ■■■■■■■■, and reflecting on the
- Students learn to:

## **develop and begin to apply strategies to interpret, translate and convey meaning in familiar contexts**

(AC9LC8EC05)

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

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

#### **Analysing**

- Interpret concepts and problems

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Reading and viewing**

- Understanding texts

#### **Elaborations**

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

#### **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

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Resources**

#### **Work Samples**

### **WS01 - ■■■■■■■■ (Game constructing sentences with Chinese Characters)**

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

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

##### **Content description**

AC9LC8EC05

##### **Continuum extract**

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

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

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

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

## **Content description**

AC9LC8EC05

### **Continuum extract**

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

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

## **Snapshot – Understanding texts**

### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9LC8EC05

#### **Learning progression extract**

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

#### **Comprehension**

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

#### **Processes**

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

#### **Vocabulary**

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

#### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text

- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

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

### **Vocabulary**

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

### **Comprehension**

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

### **Processes**

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

### **Vocabulary**

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

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

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

#### **Content description**

AC9LC8EC05

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LC8EC05

#### **Continuum extract**

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

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

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

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

### **Content description**

AC9LC8EC05

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LC8EC05

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LC8EC05

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LC8EC05

### **Continuum extract**

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

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

**AC9LC8EC06**

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- producing short , for example, using both and for support, and performing a skit about celebrating festivals or making a video about food ■■■■■■■■■■■■
- a short dialogue about an emotion and performing it in groups, for example, ■■■■■■
- using such as stories and vlogs, creating alternative versions of stories or action songs, incorporating , and to animate , or using support materials such as drawings or story maps to visual , for example, changing the animals in ■■■■ to ■■■■
- creating a print or digital poster in Chinese to promote travel to a significant cultural location on a First Nations , including what to see and do
- creating a menu for a class restaurant using images and and using it to take part in an imagined restaurant experience
- a self-introduction speech for a “Who are we?” video compilation of all members of the class
- a short picture book story with speech bubbles or basic to read to other students

**create spoken, written and multimodal informative and imaginative texts, for familiar purposes using appropriate vocabulary, expressions, sentence structures and some conventions, and familiar characters and/or Pinyin**

## General capabilities and cross-curriculum priorities

## Creating and exchanging

- Create, communicate and collaborate

- 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

## Social management

- Communication

## Creating and exchanging

- Create, communicate and collaborate

## Social management

- Communication

## Country/Place

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

## Social management

- Communication

## **Creating and exchanging**

- Create, communicate and collaborate

## **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

## **Work Samples**

## **WS02 - ■■■■■ (Family introductions)**

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

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

##### **Content description**

AC9LC8EC06

##### **Continuum extract**

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

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

### **Snapshot – Speaking**

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

##### **Content description**

AC9LC8EC06

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

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

##### **Crafting ideas**

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

##### **Vocabulary**

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

##### **Crafting ideas**

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

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

### **Vocabulary**

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

### **Crafting ideas**

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

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9LC8EC06

#### **Learning progression extract**

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

#### **Crafting ideas**

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

#### **Text forms and features**

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

#### **Vocabulary**

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

#### **Crafting ideas**

- creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)
- creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)
- orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)
- intentionally selects structural elements for effect (e.g. includes an effective conclusion that

synthesises complex ideas)

- uses evidence and research including digital resources to expand upon information and elaborate concepts

### **Text forms and features**

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

### **Vocabulary**

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

### **Crafting ideas**

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

### **Text forms and features**

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

### **Vocabulary**

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

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9LC8EC06

#### **Learning progression extract**

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

#### **Crafting ideas**

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

#### **Text forms and features**

- uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms)
- includes salient visual and audio features to enhance the text



- intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. "Kokou must be hungry. But he was not [hungry].")
- selects a point of view appropriate to the purpose and audience
- uses figurative devices such as personification and metaphor (e.g. "the fairy lights danced along the street")

### **Vocabulary**

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

### **Crafting ideas**

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

### **Text forms and features**

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

### **Vocabulary**

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

### **Crafting ideas**

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

### **Text forms and features**

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

### **Vocabulary**

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LC8EC06

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

### **Content description**

AC9LC8EC06

#### **Continuum extract**

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

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

### **Snapshot – Communication**

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

### **Content description**

AC9LC8EC06

#### **Continuum extract**

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

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

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

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

### **Content description**

AC9LC8EC06

#### **Continuum extract**

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

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

### **Snapshot – Communication**

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

### **Content description**

AC9LC8EC06

#### **Continuum extract**

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

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

### **Snapshot – Communication**

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

### **Content description**

AC9LC8EC06

#### **Continuum extract**

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

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

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

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

## Content description

AC9LC8EC06

### Continuum extract

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

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

### Snapshot – Communication

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

## Content description

AC9LC8EC06

### Continuum extract

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

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

### Snapshot – Communication

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

## Content description

AC9LC8EC06

### Continuum extract

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

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

## AC9LC8EU01

### recognise and use tone-syllable and patterns to form and , and to support learning

- 
- 

### Elaborations

- exploring key features of Chinese phonology, examining the range of sounds and recognising how spoken and are represented in by spelling in , or aloud and in with attention to , and phrasing
- differentiating between sounds and when to or producing spoken Chinese, for example, distinguishing between ■■ and ■■■■, or ■ and ■
- recognising and discriminating between in Chinese, for example, ■ and ■, relying on to assist understanding, and differentiating with different , for example, ■ and ■
- performing Chinese songs and experimenting with , , emotion and , to the intended sentiment, and exploring the meaning and message
- to Chinese showing the on a computer, recording the same with the same tonal sounds, and playing back the recording to check

Students learn to:

### recognise and use tone-syllable pronunciation and intonation patterns to form words

### Pinyin to support learning pronunciation

(AC9LC8EU01)

### 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

## **Resources**

## **Work Samples**

## **WS02 - ■■■■■ (Family introductions)**

### **Snapshot – Speaking**

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

#### **Content description**

AC9LC8EU01

#### **Learning progression extract**

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

#### **Crafting ideas**

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

#### **Vocabulary**

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

#### **Crafting ideas**

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

#### **Vocabulary**

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant

benefits", "devastating consequences")

- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

### **Crafting ideas**

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LC8EU01

#### **Continuum extract**

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

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

## **Snapshot – Communication**

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

#### **Content description**

AC9LC8EU01

#### **Continuum extract**

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

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

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

#### **Content description**

AC9LC8EU01

#### **Continuum extract**

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

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

## **Resource – Chinese language resource**

# **Chinese**

### **Language support resource**

The Chinese Language support resources were developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Chinese. They are optional and include illustrative examples of language and language use.

#### **Introduction**

The resources provide 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 Chinese 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 whatever approaches, methodologies and pedagogies suit their students' learning.

Download

## **Resource – WS02 - ■■■■ (Family introductions)**

By the end of Year 8, students use Chinese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Chinese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts and demonstrate understanding of how some language reflects cultural practices. They use some familiar characters and Pinyin to support learning.

Students approximate Chinese sound patterns, tones, intonation and rhythms, and recognise the function of tone-syllables and Pinyin. They demonstrate understanding that Chinese has rules for characters, grammar, non-verbal, spoken and written communication. They comment on aspects of Chinese and English language structures and features, using metalanguage. They demonstrate awareness that the Chinese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.

### **AC9LC8EC04**

locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience

### **AC9LC8EC06**

create spoken, written and multimodal informative and imaginative texts, for familiar contexts and purposes using appropriate vocabulary, expressions, sentence structures and some textual conventions, and familiar characters and/or Pinyin

### **AC9LC8EU01**

recognise and use tone-syllable pronunciation and intonation patterns to form words and phrases, and Pinyin to support learning pronunciation

### **AC9LC8EU02**

develop knowledge of, and use sentence structures, characters and writing system features, to understand and create spoken, written and multimodal texts

## **AC9LC8EU02**

**develop knowledge of, and use structures, and system features, to understand and spoken, written and**

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- 

### **Elaborations**

- applying knowledge of to learn to read and new , and developing strategies for learning, for example, making connections between with a common component ■, ■, ■
- learning the origins and features of components encountered in , and analysing the formation of , including recognising the frequency and positioning of common components such as ■, ■, ■, ■ and their function or relationship to a compound such as ■in ■, ■, ■
- identifying contextual meanings of key in diverse , for example, ■■ versus ■■; ■■■ versus ■■; ■■ versus ■■
- identifying the placement of time and place ; the use of ■ to add information; ■■ and ■■ to offer or indicate choices, and the role of measure such as ■, ■
- recognising markers of time such as ■■■ in a sequence of events to monitor information flow and assist for overall meaning
- analysing the variety of types found in Chinese, for example, adjectival ■, ■ and ■, ■■ and the placement and use of such as ■ to indicate inclusion; ■ to indicate sequence
- identifying the relationships between the meaning of individual in and exploring how these frequently used apply in a wider range of
- learning the number, nature and sequence of strokes; exploring the range of stroke types used in ; learning to with a focus on stroke direction and order, and on balance and proportion within the square
- exploring features and of Chinese , including lack of spacing or use of punctuation, comparing in traditional with in simplified such as ■, ■ and variability in direction in Chinese and other such as Arabic, Japanese and Hindi
- explaining the use of common ■, ■, ■ and key ■, ■, ■, ■

Students learn to:

**develop knowledge of, and use sentence structures, characters and writing system**  
**understand and create spoken, written and multimodal texts**

(AC9LC8EU02)

### **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

#### **Analysing**

- Interpret concepts and problems

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

## **Work Samples**

### **WS02 - ■■■■■ (Family introductions)**

### **WS01 - ■■■■■■■■■■ (Game constructing sentences with Chinese Characters)**

## **Snapshot – Grammar**

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

#### **Content description**

AC9LC8EU02

#### **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**

AC9LC8EU02

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LC8EU02

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LC8EU02

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LC8EU02

##### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LC8EU02

### **Continuum extract**

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

- apply skills to address factors that influence verbal and non-verbal communication
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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

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

### **Content description**

AC9LC8EU02

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

### **Snapshot – Communication**

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

### **Content description**

AC9LC8EU02

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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 – Communication**

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

### **Content description**

AC9LC8EU02

### **Continuum extract**

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

### **Snapshot – Communication**

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

### **Content description**

AC9LC8EU02

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

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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 – Communication**

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

### **Content description**

AC9LC8EU02

### **Continuum extract**

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

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

### **Snapshot – Communication**

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

##### **Content description**

AC9LC8EU02

##### **Continuum extract**

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

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

### **Resource – WS01 - ■■■■■■■■■■ (Game constructing sentences with Chinese Characters)**

By the end of Year 8, students use Chinese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Chinese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.

They use some familiar characters and Pinyin to support learning. Students approximate Chinese sound patterns, tones, intonation and rhythms, and recognise the function of tone-syllables and Pinyin. They demonstrate understanding that Chinese has rules for characters, grammar, non-verbal, spoken and written communication. They comment on aspects of Chinese and English language structures and features, using metalanguage. They demonstrate awareness that the Chinese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.

#### **AC9LC8EC04**

locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience

#### **AC9LC8EC05**

develop and begin to apply strategies to interpret, translate and convey meaning in Chinese in familiar contexts

#### **AC9LC8EU01**

recognise and use tone-syllable pronunciation and intonation patterns to form words and phrases, and Pinyin to support learning pronunciation

#### **AC9LC8EU02**

develop knowledge of, and use sentence structures, characters and writing system features, to understand and create spoken, written and multimodal texts

### **AC9LC8EU03**

**compare Chinese and features with English, using familiar**

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#### **Elaborations**

- explaining the concept of 'across', for example, asking, "What is used in English to share ideas about a future?", "Can you exemplify how the future is expressed in English and in Chinese?"

■■■■■■■, ■■■■■■■■

- applying of discourse development by joining, contrasting and sequencing using ■, ■, ■■, ■, and exploring the use of cohesive devices and ways of extending, sequencing and elaborating ideas, for example, through the use of , and and comparing these with English cohesive devices
- describing the major features of familiar in Chinese ( , etc.) and experimenting with analysing Chinese , for example, recognising the 'problem' and the 'resolution' in a
- comparing textual features and used in different types of written within and across , for example, comparing the formatting of a letter and an email in English and then in Chinese and identifying the differences for each type in each
- experimenting with features of presentation in Chinese, for example, direction, spacing, punctuation, and overall paragraph format when using squared paper
- comparing across , recognising differences in stroke sequences and formation (letter strings versus squares), spacing, punctuation and direction

Students learn to:

**compare Chinese language structures and features with English, using familiar met**

(AC9LC8EU03)

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

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

#### **Generating**

- Create possibilities

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

- Communicate responsively

#### **Elaborations**

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

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

- Communicate responsively

#### **Generating**

- Create possibilities

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

- Communicate responsively

#### **Analysing**

- Interpret concepts and problems

#### **Analysing**

- Interpret concepts and problems

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

- Communicate responsively

#### **Analysing**

- Interpret concepts and problems

### **Resources**

#### **Snapshot – Create possibilities**

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

##### **Content description**

AC9LC8EU03

##### **Continuum extract**

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

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

#### **Snapshot – Communicate responsively**

##### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Com**

## **responsively**

### **Content description**

AC9LC8EU03

#### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LC8EU03

#### **Continuum extract**

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

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

### **Snapshot – Create possibilities**

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

### **Content description**

AC9LC8EU03

#### **Continuum extract**

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

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

### **Snapshot – Communicate responsively**

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

### **Content description**

AC9LC8EU03

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LC8EU03

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LC8EU03

#### **Continuum extract**

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

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

## **Snapshot – Communicate responsively**

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

#### **Content description**

AC9LC8EU03

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LC8EU03

#### **Continuum extract**

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

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

## **AC9LC8EU04**

recognise how is shaped by (s), (s), , and

- 
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## Elaborations

- discussing how different roles and relationships are reflected in or impacted by choices, for example, whether/when it is appropriate to ask someone's age, when to say ■■■■ or ■■■■■ or when to use ■■■■■
- identifying aspects taken for granted in such as a shared understanding of , body movement and meanings, and comparing ways people across , for example, asking, "How do Chinese-speaking people use ?", "Which are shared with English speakers?", "Do they mean the same thing in both ?", "How does not understanding these differences impact on how we perceive each other?"
- discussing and cultural reflected in use, (in relation to celebrations, etc.) and how they influence , for example, asking, "In the colloquial ■■■■, what is ■■?", "Why wish people ■■?", "Does this have the same meaning in Australian (s)?", "What is the relationship between use and in this ?"
- examining how First Nations Australians' have strong connections to and how these can be compared to variation across Chinese-speaking countries and regions/regional
- considering the different ways of addressing people in authority ■■■, ■■■ and discussing how the organisation of information reflects concepts of hierarchy and authority, for example, the placement of the date in personal correspondence; how the is organised on a letter ■■■, ■■, ■, for example, ■■■■■■■15■2■■504■
- viewing in Chinese between peers or in (a segment of a movie, etc.), and the meaning of the dialogue as well as comparing culturally determined manners or behaviour
- comparing their own experiences to the lives of young people in different Chinese-speaking countries, for example, ■■■ 7:30■■■■, ■■■■■■■, ■■■■■■■■
- jokes or cartoons in Chinese and discussing how humour is through and the presentation of ideas; comparing this to humour in English and discussing whether 'entertainment' means the same thing in different and

Students learn to:

**recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and v**

(AC9LC8EU04)

## General capabilities and cross-curriculum priorities

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

### Engaging with cultural and linguistic diversity

- Develop multiple perspectives

### Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

### Social awareness

- Empathy

## Elaborations

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

### Engaging with cultural and linguistic diversity

- Develop multiple perspectives

### Engaging with cultural and linguistic diversity

- Develop multiple perspectives
- Develop empathy

### Navigating intercultural contexts

- Respond to biases, stereotypes, prejudices and discrimination

### Knowing Asia and its diversity

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

### Engaging with cultural and linguistic diversity

- Develop multiple perspectives

### Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

## **Country/Place**

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

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

- Develop multiple perspectives

## **Navigating intercultural contexts**

- Consider responses to intercultural contexts

## **Social awareness**

- Empathy

## **Knowing Asia and its diversity**

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

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

- Develop multiple perspectives

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

- Develop multiple perspectives

## **Knowing Asia and its diversity**

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

## **Resources**

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

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

##### **Content description**

AC9LC8EU04

##### **Continuum extract**

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

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

### **Snapshot – 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**

AC9LC8EU04

##### **Continuum extract**

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

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

### **Snapshot – Empathy**

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

##### **Content description**

AC9LC8EU04

##### **Continuum extract**



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

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

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

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

### **Content description**

AC9LC8EU04

### **Continuum extract**

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

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

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

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

### **Content description**

AC9LC8EU04

### **Continuum extract**

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

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

### **Snapshot – Develop empathy**

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

### **Content description**

AC9LC8EU04

### **Continuum extract**

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

- examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions
- use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences
- analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions

### **Snapshot – Respond to biases, stereotypes, prejudices and discrimination**

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

### **Content description**

AC9LC8EU04

### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LC8EU04

#### **Continuum extract**

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

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

#### **Snapshot – 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**

AC9LC8EU04

#### **Continuum extract**

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

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

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

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

#### **Content description**

AC9LC8EU04

#### **Continuum extract**

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

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

#### **Snapshot – Consider responses to intercultural contexts**

### **Intercultural Understanding: Navigating intercultural contexts: Consider responses to contexts**

#### **Content description**

AC9LC8EU04

#### **Continuum extract**

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

- explain how intercultural experiences affect what they learn about relationship-building and interactions
- analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour
- apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses

### **Snapshot – Empathy**

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

##### **Content description**

AC9LC8EU04

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LC8EU04

##### **Continuum extract**

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

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

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

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

##### **Content description**

AC9LC8EU04

##### **Continuum extract**

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

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