(no-code)

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

•

•

Elaborations

• initiating and sustaining conversation, using pauses or to indicate consideration of what has been said and responding respectfully to different , for example, ■■■■ ■■■■■ ■■■… ■■■ ■■■■ ■■ ■■… ■■■ ■■■ ■■ ■■… ■■■■ ■■■■■ ■■■■ ■■■■■… ■■ ■■■■■■■■■ ■■; ■■■■■ ■■■■■■ ■■■; ■■■■ ■■■■■■ ■■, ■■■ ■■ ■■■ ■■ ■■■ ■■ ■■ ■■■■■■■ ■■■■ ■■■■ ■■■ |

• participating in informal conversations and explaining or justifying a position in relation to personal and social issues such as ■■■■■■■ ■■ ■■■■■■■■■; ■■■■■■■■■ ■■■■■■; ■■■■■■■ ■■■■■■ ■■ ■■ ■■■■■■■; ■■■■■■■ ■■■■■■ ■■ ■■■■■■ ■■■■■ and describing personal learning strategies using statements such as ■■■■■■ ■■■■■■■ ■■ ■■■■ ■■■■■■■ ■■■ ■■■■■■ ■■■ ■■■

• supporting and opinions and maintaining focus of discussion using a variety of skills, for example, ■■, ■■■■■■■ ■■ ■■■, ■■■■■■■■, ■■ ■■■ ■■, ■■■■■■ ■■■■■■■ ■■■, ■■■■■■ ■■■ ■■, ■■ ■■■■■■, ■■ ■■ ■■■■■ ■■■ ■■■■■ ■■■■■■ ■■■? ■■■■■ ■■ ■■■ ■■■■■■■ ■■■ ■■■■■■ ■■ ■■■■ ■■■■■■? ■■■ ■■■ ■■■■■ ■■ ■■■ ■■■ | ■■■■■ ■■■ ■■■…… ■■■■ ■■■■■ ■■ ■■■■ ■■ … ■■■■ ■■■■■ ■■■■ ■■… ■■■■ ■■■■■■ ■■…

• exchanging information with peers in Hindi-speaking such as emails or secure online forums, about aspects of school, youth lifestyle and social issues, using comparisons when expressing thoughts and ideas, for example, ■■ ■■■ ■■■ ■■ ■■■■■ ■■■■■ ■■■■ ■■■■ ■■■■, ■■ ■■ ■■■-■■ ■■■■■ ■■■■■■ ■■■-■ ■■■■■

• communicating with their 'future or past self' and sharing their thoughts and opinions about being and how it has enriched or benefitted their life or impacted their , for example, ■■■■■■■ ■■■■■■ ■■■ ■■■■■■ ■■■■■ ■■ ■■■■ ■■■ ■■■■■■ ■■■ ■■■■ ■■? ■■■■■ ■■■■■ ■■■■■ ■■■ ■■■■ ■■■■■■ ■■ ■■■ ■■■ ■■■■■ ■■■■ ■■■ ■■■ ■■ ■■■

• sharing details about past experiences and events of significance such as holidays, special events and travel using descriptive , for example, ■■■■■ ■■■ ■■■ ■■■■ ■■■■ ■■■■ ■■ ■■■ ■■■■■■■■ ■■■■■■■■ ■■■■■ ■■■ ■■ ■■■■ ■■■■■■■ ■■■■■■■■ ■■ ■■■ ■■ ■■■■ ■■■■■■■ ■■■ | ■■ ■■ ■■■ ■■■■■■■ ■ ■■ ■■■ ■■■■ ■■■■ ■■■■■■ ■■ ■■■

• sharing personal thoughts and experiences with peers about milestones, events and interests, and incorporating to express emotions and responses such as approval, gratitude, regret and , for example, ■■■■ ■■ ■■■■■■ ■■■■■■ ■■■ ■■ … ■■■ ■■■■■■ ■■■■■■■ ■■ ■■■ ■■ ■■■■ ■■■■■■ ■■■■ ■■■ ■■■■■■ ■■■■■■■ ■■■

• in spontaneous hypothetical situations relating to travel, such as losing property, catching public transport, asking for recommendations, complaining about services, for example, ■■■■ ■■■■■ ■■-■■■ ■■■ ■■■■■■■ ■■ ■■■ ■■ ■■ ■■■■■■■■ ■■■■■■ ■■■■ ■■■■ ■■ ■

• playing a truth and lie game with peers relating to their personal worlds, past experiences or future aspirations, taking turns to guess the true statements and the lie, for example, ■■■■ ■■■ ■ ■■■■■■ ■■■■■ ■■■ ■, ■■ ■■■ ■■ ■■■ ■■ ■■ ■■ ■■■■ ■■■ ■■■ ■■■ ■■■, ■■■ ■■■ ■■■■■■ ■■■■■ ■■■■■ ■ ■■■■■■ ■■■■■ ■■■■■ ■■■!

Students learn to:

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

(AC9LH10EC01)

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

Futures

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

Social management

• Communication

Creating and exchanging

• Create, communicate and collaborate

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

AC9LH10EC01

Learning progression extract

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

• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience

• synthesises ideas from group discussion into a common theme or hypothesis

• poses problems, hypothesises and formulates questions about abstract ideas in group situations

• restates different views and makes suggestions to negotiate agreement

• poses questions to clarify assumptions made by the speaker

• questions others to evaluate accuracy of thinking or problem-solving processes

• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

• interacts strategically and confidently with a broad range of interactional partners

• gives an extended explanation and evaluation of a complex concept, issue or process

• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC01

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Create, communicate and collaborate

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

Content description

AC9LH10EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and
barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and
barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and
barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and
barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and
barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Resource – Hindi language resource

Hindi

Language support resource

The Hindi Language support resource was developed to support teachers as they plan teaching and
learning programs to implement the Australian Curriculum: Hindi. It is optional and includes
illustrative examples of language and language use.
Introduction
The resource provides suggestions for sequential development in 2 parts:

• Part 1 – language features and structures
• Part 2 – thematic contexts for language use.
The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Hindi for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.
Language features and structures
Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.
Thematic contexts for language use
Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.
Download

AC9LH10EC02

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

•

•

Elaborations

• engaging in a social with peers and teachers, for example, accepting and declining invitations, making excuses and apologising, using appropriate protocols such as forms of politeness and respect
• in class routines by requesting, advising and apologising, or clarifying meanings and instructions, ████ ███ ██ ███ ██ ███ ███ ██████, ██ ███ ████ ██ ███ ████
• discussing aspects of school and home life, for example, opinions about school or family rules, expectations and or extra-curricular offered in Indian and/or Australian schools
• contributing to debates and discussions on current social topics and issues using , for example, overpopulation, public or private education, caste and class system, using active skills, asking for and providing elaboration and expressing agreement or disagreement, for example, ██ ██████ ███ ██ ███ ████ ██ ████ ██ ███ ██ ██ ███████ ████ ████ ████
• participating in a mock interview for a part-time job or volunteer work, answering and discussing ideas, for example, ██ ████ █████ ███ ████ █████ ███?, ████ █████ ███ █████ ██ █████ ███ ███ █ █████ ████
• participating in class discussions or to express opinions and reflect on those of others, for example, in a game of '4 corners', where students move according to their opinion and then respond to others in opposing corners, ███ ████ ██ █████ ███ ██████ ███ ██ ██ ████ ████ ███ █

Students learn to:

use Hindi language in exchanges to question, offer opinions and compare and discu

(AC9LH10EC02)
General capabilities and cross-curriculum priorities
This content description connects to the following general capabilities and cross-curriculum priorities.
Speaking and listening
• Interacting
Social management
• Communication
Elaborations
Content elaborations provide suggestions of ways to teach the content description and connect it to

general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Futures

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

Social management

• Communication

Social management

• Communication

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LH10EC02

Learning progression extract

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

• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience

• synthesises ideas from group discussion into a common theme or hypothesis

• poses problems, hypothesises and formulates questions about abstract ideas in group situations

• restates different views and makes suggestions to negotiate agreement

• poses questions to clarify assumptions made by the speaker

• questions others to evaluate accuracy of thinking or problem-solving processes

• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

• interacts strategically and confidently with a broad range of interactional partners

• gives an extended explanation and evaluation of a complex concept, issue or process

• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC02

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9LH10EC03

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

•

•

Elaborations

• participating in real or simulated transactions that involve buying and selling, for example, bidding for an item online, ordering food for a class celebration, negotiating purchases of learning resources, or conducting a market stall, for example, ■■■■ ■■■■ ■■■■ ■■? ■■ ■■■■■ ■■■■ ■■ ■■■■ ■■■? ■■ ■■■ ■■ ■■■■■ ■■■ ■■■ ■■■■■■■?

• negotiating roles and responsibilities for the planning, filming and editing of a short documentary on aspects of their shared school experience, for example, ■■■■ ■■■■■■, ■■■■■■ ■■■■, ■■■■■■■■■■ ■■■■, ■■■■■■, ■■■■ ■■ ■■■■■■■■■ ■■■■■, ■■■■■■■ ■■■■■■■ ■■ ■■■■■■, ■■■■■■ ■■■■

• organising a campaign or designing resources such as website posts, press releases or flyers to promote action and raise awareness about social or environmental issues, for example, ■■■■■■■■■■, ■■■ ■■■■■■■, ■■■■■■■■■ ■■■■■■, ■■■■■■■■ ■■■■■■■■, ■■■■■■■■, ■■■■■■■■■■■ ■■ ■■■■■■■■■ strategies for responding to possible challenges

• organising a real or simulated interview with a local celebrity or significant Hindi-speaking community member, researching the person's achievements, and discussing with peers the appropriate to ask and how to present the information

• participating in real or simulated excursions to cultural sites or exhibitions, for example, famous museums and places of worship, sharing responsibility for different elements of a report about the experience

• organising and completing the necessary preparation for an event such as the end of year dance, an excursion, fundraiser, winter sleep out or camp, keeping a weekly journal about the , what they are learning, what they need to do, and a reflection statement after the event, considering what they may do differently next time

Students learn to:

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

(AC9LH10EC03)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Interacting

Social management

• Communication

• Collaboration

Elaborations

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

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Futures

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

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Social management

• Communication

• Collaboration

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LH10EC03

Learning progression extract

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

• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience

• synthesises ideas from group discussion into a common theme or hypothesis

• poses problems, hypothesises and formulates questions about abstract ideas in group situations

• restates different views and makes suggestions to negotiate agreement

• poses questions to clarify assumptions made by the speaker

• questions others to evaluate accuracy of thinking or problem-solving processes

• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

• interacts strategically and confidently with a broad range of interactional partners

• gives an extended explanation and evaluation of a complex concept, issue or process

• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC03

Continuum extract

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

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

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LH10EC03

Continuum extract

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

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

• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LH10EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LH10EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LH10EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation

skills to improve ways of working and outputs

• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC03

Continuum extract

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

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

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LH10EC03

Continuum extract

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

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

• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC03

Continuum extract

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

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

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LH10EC03

Continuum extract

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

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

• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC03

Continuum extract

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

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

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LH10EC03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

AC9LH10EC04

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

•
•

Elaborations

• researching different of a selected issue, for example, ████████, █████████, ██████, presented in different media outlets, such as news sites or specialty magazines and using the information as stimulus for in-class or online debates or opinion pieces
• obtaining information from advertisements, reports or travel brochures, using facts from the to respond in different ways, for example, inviting a friend on a shopping outing, persuading parents to allow them to attend a concert or creating a holiday itinerary
• to popular Hindi songs or viewing music videos and summarising key ideas or messages and comparing these with songs and music videos that appeal to young people in Australia
• to or First Nations Australian stories in English, and creating an profile in Hindi
• examining a variety of resources to prepare presentations on aspects of Indian lifestyles and cultural practices and compare and contrast with their own experiences, for example fashion, regional food and music
• collecting examples of positive news or success stories related to their school, homes or local community, for example, sporting achievements or successful fundraising, and sharing their findings in formats such as digital displays or newsletter contributions
• comparing the style, themes and associated with different musical , for example, patriotic music such as ███████████ ███ and ████ █████ ██ ██████, film songs or advertising jingles
• presenting information collected from print and digital sources on a topic such as regional food specialities, for example, creating a glossary of terms by categories such as herbs and spices ██████, ██████, ██████, ██, █████████, █████ █████
• discussing the enduring influence of classical fables and legends in passing on cultural through allegory and storytelling, for example, by identifying classical references to describe personal traits or qualities, as in ██████████ ██████████████, ██████ ██████
• discussing basic elements of traditional forms of Hindi literature by significant writers, such as ██████ █████████, █████, ███████ ███ ██████, ████████ ██████
• comparing story lines and characterisation in popular Hindi and English television shows, traditional folktales or cartoons, such as █████ ██████; ███████ ███████, and identifying elements of commonality such as loss, love or loyalty

Students learn to:

interpret information, ideas and perspectives in a wide range of spoken, written and texts and respond appropriately to cultural context, purpose and audience

(AC9LH10EC04)

General capabilities and cross-curriculum priorities

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Reading and viewing

• Understanding texts

Speaking and listening

• Listening

Elaborations

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

Inquiring

• Identify, process and evaluate information

Navigating intercultural contexts

• Adapt in intercultural exchanges

Inquiring

• Identify, process and evaluate information

Navigating intercultural contexts

• Adapt in intercultural exchanges

Inquiring

• Identify, process and evaluate information

Navigating intercultural contexts

• Adapt in intercultural exchanges

People

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

Inquiring

• Identify, process and evaluate information

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Navigating intercultural contexts

• Adapt in intercultural exchanges

Inquiring

• Identify, process and evaluate information

Navigating intercultural contexts

• Adapt in intercultural exchanges

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Reflecting on culture and cultural diversity

• Examine cultural perspectives and world views

Inquiring

• Identify, process and evaluate information

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Navigating intercultural contexts

• Adapt in intercultural exchanges

Inquiring

• Identify, process and evaluate information

Navigating intercultural contexts

• Adapt in intercultural exchanges

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH10EC04

Continuum extract

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

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LH10EC04

Learning progression extract

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

Comprehension

• reads and views complex or some highly complex texts (see Text complexity)

• interprets abstract concepts integrating complex ideas

• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)

• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text

• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience

• evaluates the reasoning and evidence in a persuasive text

• explains how context (e.g. time, place, situation) influences interpretations of a text

• analyses the author's perspectives in complex or some highly complex texts

• analyses the techniques authors use to position readers

• recognises when ideas or evidence have been omitted from a text to position the reader

Processes

• automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning

• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")

• navigates extended texts including complex digital texts

Vocabulary

• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")

• verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

• reads and views highly complex texts (see Text complexity)

• interprets symbolism in texts, providing evidence to justify interpretation

• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments

• analyses the credibility and validity of primary and secondary sources

• evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style

• analyses the cumulative impact of use of language features and vocabulary across texts

• explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")

• evaluates the social, moral and ethical positions taken in texts

Processes

• strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts

• identifies subtle contradictions and inconsistencies in texts

Vocabulary

• interprets complex, formal and impersonal language in academic texts

• uses lexical cues to interpret unfamiliar vocabulary

• demonstrates self-reliance in exploration and application of word learning strategies

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LH10EC04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• responds to complex texts (see Text complexity)
• identifies and analyses how spoken language is used for different effects
• explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
• selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
• explains how vocabulary is used for impact on the target audience
• responds to highly complex texts (see Text complexity)
• identifies and paraphrases key points of a speaker's arguments
• describes how listening skills should be applied, according to purpose
• evaluates strategies used by the speaker to elicit emotional responses
• explains any shift in direction, line of argument or purpose made by the speaker
• adopts and re-uses complex abstractions heard in texts
• explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LH10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and describe beliefs, values and cultural practices that have changed over time and those
that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and
identities, including their own

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that
develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society,
adapting thinking and behaviour to develop mutual understanding

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the information selected to determine bias and reliability

Content description

AC9LH10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9LH10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
• evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural

Content description

AC9LH10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LH10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to

context

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that
develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society,
adapting thinking and behaviour to develop mutual understanding

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH10EC04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that
develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society,
adapting thinking and behaviour to develop mutual understanding

AC9LH10EC05

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

•
•

Elaborations

• recording and transcribing short conversations between family members or friends from Hindi into

English, and vice versa, recording or that are difficult to

• translating proverbs such as ■■■ ■■ ■■■ ■■■■■■■, examining literal for cultural information and identifying English-language proverbs that the ideas behind the

• discussing how sometimes involves literal decoding of word-for-word meaning and sometimes involves meaning and finding equivalent forms in the other , and considering why one may use more than another to a particular meaning

• evaluating the effectiveness of electronic translators, for example, comparing back-translations of short or , identifying instances of non-equivalence, and noticing the potential misunderstandings of literal

• the significance of terms or that sometimes involve cultural meaning that cannot be translated or may carry specific cultural connotations which might be unfamiliar when translated into English, for example, ■■■■, ■■■, ■■■■

• reflecting on the importance of non-verbal elements of , such as hand , head movements and facial expressions, and how these are sometimes used to mean different things in different

• considering reasons for the trend among young Hindi speakers to use abbreviated English , for example, funda (fundamental), despo (desperate), enthu (enthusiastic), comparing with the use of abbreviations such as 'arvo', 'brekkie', 'footy', 'barbie' in Australian English

• identifying elements of successful when communicating with speakers of Hindi, for example, being responsive and flexible, picking up on that indicate misunderstanding, respecting different and traditions

• identifying differences in strategies such as the use of pauses or when using Hindi compared with English, for example, to show disapproval, respect for older people or waiting for consensus or their turn to speak

• reporting on moments of miscommunication when using Hindi, discussing possible reasons why they happened, repair and recovery strategies and what they learnt from these experiences

Students learn to:

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

(AC9LH10EC05)

General capabilities and cross-curriculum priorities

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Reading and viewing

• Understanding texts

Speaking and listening

• Listening

Elaborations

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

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH10EC05

Continuum extract

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

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LH10EC05

Learning progression extract

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

Comprehension

• reads and views complex or some highly complex texts (see Text complexity)

• interprets abstract concepts integrating complex ideas

• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)

• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text

• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LH10EC05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience
- responds to highly complex texts (see Text complexity)
- identifies and paraphrases key points of a speaker's arguments
- describes how listening skills should be applied, according to purpose
- evaluates strategies used by the speaker to elicit emotional responses
- explains any shift in direction, line of argument or purpose made by the speaker
- adopts and re-uses complex abstractions heard in texts
- explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in

particular pastimes)

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LH10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that
develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society,
adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LH10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that
develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society,
adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LH10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LH10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LH10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH10EC05
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that
develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society,
adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LH10EC05
considering reasons for the trend among young Hindi speakers to use abbreviated English words, for
example, funda (fundamental), despo (desperate), enthu (enthusiastic), comparing with the use of
abbreviations such as 'arvo', 'brekkie', 'footy', 'barbie' in Australian English

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Adapt in intercultural exchanges
Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH10EC05
considering reasons for the trend among young Hindi speakers to use abbreviated English words, for
example, funda (fundamental), despo (desperate), enthu (enthusiastic), comparing with the use of
abbreviations such as 'arvo', 'brekkie', 'footy', 'barbie' in Australian English

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that
develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society,
adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LH10EC05
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

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

Content description

AC9LH10EC05
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference,
and describe how perspectives may be influenced by cultural beliefs and practices

• analyse unfamiliar topics and develop respectful responses, reconciling different cultural
perspectives

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that
develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society,
adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LH10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that
develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society,
adapting thinking and behaviour to develop mutual understanding

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LH10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LH10EC05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that
develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society,
adapting thinking and behaviour to develop mutual understanding

AC9LH10EC06

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

•
•

Elaborations

• promotional or persuasive for such as peers, younger children, parents or authorities in order to argue a or establish a position on an issue, for example, ██████████ ██ ████████, ████ ██ █████████ ███ ████████, ████████ ████ ██ █████████

• creating a resource to introduce prospective Hindi-speaking tourists or recent migrants to different aspects of Australian life such as cultural and linguistic , city/local attractions, animals, dangers, and outback exploration, for example, ██████████████ ██ ████████████████ ███ ███ █, ████ ████ ███████ ██████ ███, ████ ██ ██████ ████ ██ ████████

• creating stories or adapting an existing resource such as a traditional story by designing, illustrating and captioning using expressive and imaginative to capture and emotion to suit a different kind of such as young people in today's society

• a journal entry, or contributing to a school newsletter in Hindi reflecting on the impact of a visit to a significant cultural location on a First Nations , and, with permission, referring to cultural knowledge of the site

• the first, middle or last part of a in the of their choice, and exchanging with peers to the missing sections following the same style, themes and , for example, ████ ██████ ██ ██████████..., ███ ████ ███ ████ ████ ████..., ██████ ██████...

• creating a digital profile of a significant member of the wider Hindi-speaking world, using information collected from online research, documentaries or published interviews, for example, a philosopher, poet and writer such as Rabindranath Tagore, a film music composer and musician such as O.P. Nayyar, a chef, artist or sporting figure

• creating a spoken commentary on traditional games such as ███████ or ██-██, sports or an event such as an India-Australia cricket match, music festival or fashion show, using and style that characterise these , for example, ██ ███ ████ ████ ████████ ██ ███ ██!

• creating a profile of a particular group or community, for example, a collection of mini biographies of class members, family or friendship groups, including details such as personal achievements, special memories and interests, ████ ███████ ██ █████████ ████ ██ ██████████ █████ ██████

• creating leaflets or slogans to raise awareness of social or environmental issues in Hindi-speaking communities, for example, ███████ ████; ████ ███████ - ████ ███████; ████ ████-████ ██████

• using descriptive and evocative to an imagined scene, event or designed to a strong emotional response, such as fear, relief, anticipation or amazement, for example, ██████ ██ ██████ █████ ██ █████ ████ ██ ███ ███

Students learn to:

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

(AC9LH10EC06)

General capabilities and cross-curriculum priorities

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

Creating and exchanging

• Create, communicate and collaborate

Speaking and listening

• Speaking

Writing

• Creating texts
• Creating texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to

general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication

Generating

• Consider alternatives

Creating and exchanging

• Create, communicate and collaborate

Country/Place

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

Generating

• Consider alternatives

Social management

• Communication

Inquiring

• Identify, process and evaluate information

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Futures

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

• 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.

Generating

• Create possibilities

Social management

• Communication

Resources

Snapshot – Create, communicate and collaborate

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

Content description

AC9LH10EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LH10EC06
Learning progression extract

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

Crafting ideas

• creates spoken texts which explore and interpret concepts drawn from research or learning area content

• selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)

• develops complex ideas or a central theme across a spoken text

• uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)

• rephrases or clarifies to repair or refine meaning

• uses language structures and features appropriate to learning area content

• uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

• selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")

• uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")

• uses a range of emotive language appropriate to topic, purpose and audience

• uses rich, evocative, descriptive language

• uses figurative language (e.g. "hungry for success")

Crafting ideas

• creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content

• includes a range of alternative viewpoints in spoken texts, where appropriate

• controls and manipulates a sophisticated range of language features to affect the audience

• uses a range of rhetorical devices and humour to engage an audience

• references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")

• delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Creating texts
Literacy: Writing: Creating texts

Content description

AC9LH10EC06
Learning progression extract

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

Crafting ideas

• creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)

• creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)

• orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)

• intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)

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

Text forms and features

• varies sentence structure for effect (see Grammar)

• judiciously uses language, visual and audio features to emotionally or intellectually affect the reader

• uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns

(e.g. "mineral component of sedimentary rocks")

• creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")

• uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

Vocabulary

• uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")

• uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")

• uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

Crafting ideas

• creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities

• uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)

• creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)

• uses evidence and references

• creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

Text forms and features

• maintains tone appropriate to the audience

• uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

Vocabulary

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

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LH10EC06

Learning progression extract

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

Crafting ideas

• creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective)

• includes relevant, rich, evocative description

• uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere

• intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)

• generates, selects and crafts ideas to support a theme

• selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional representation of a real event)

Text forms and features

• uses language features to engage reader (e.g. uses sensory imagery to build atmosphere)

• uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor)

• includes visual and audio resources to evoke mood or atmosphere of text

• varies sentence structure for effect (see Grammar)

Vocabulary

• uses words that create connotations (e.g. "startled", "dismayed")

• uses language that evokes an emotional response (e.g. "a piercing scream echoed through the valley")

Crafting ideas

• creates sustained texts that develop more abstract themes or concepts in imaginative ways

• uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to

reinforce a point or create a rhythmic flow)

• develops an imaginative text around a theme or social issue

Text forms and features

• uses stylistic features for effect (e.g. narrates from an omniscient point of view)

• uses recurring imagery for cohesion

• uses language to create humour (e.g. irony, satire)

• uses complementary noun and verb groups (e.g. "Through narrowed eyes she scrutinised the haggard face.") (see Grammar)

Vocabulary

• uses vocabulary for precision (e.g. "shrouded" for "covered")

• uses figurative language to create subtle and complex meaning (e.g. "offering a silent prayer to the deaf sky")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC06

Continuum extract

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

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

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

Snapshot – Create, communicate and collaborate

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

Content description

AC9LH10EC06

Continuum extract

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

• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC06

Continuum extract

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

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

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

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9LH10EC06

Continuum extract

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

• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

• consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Create, communicate and collaborate

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

Content description

AC9LH10EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9LH10EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
• consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH10EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC06

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC06

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC06

Continuum extract

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

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

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

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LH10EC06

Continuum extract

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

• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EC06

Continuum extract

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

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

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

AC9LH10EC01

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

•

•

Elaborations

• initiating and sustaining conversation, using pauses or to indicate consideration of what has been said and responding respectfully to different , for example, ▇▇▇▇ ▇▇▇▇▇ ▇▇▇… ▇▇▇ ▇▇▇▇ ▇▇ ▇▇… ▇▇▇ ▇▇▇ ▇▇ ▇▇… ▇▇▇▇ ▇▇▇▇▇ ▇▇▇▇ ▇▇▇▇▇… ▇▇ ▇▇▇▇▇▇▇▇ ▇▇; ▇▇▇▇▇ ▇▇▇▇▇▇ ▇▇▇; ▇▇▇▇ ▇▇▇▇▇ ▇▇, ▇▇▇ ▇▇ ▇▇▇ ▇▇ ▇▇▇ ▇▇ ▇▇ ▇▇▇▇▇▇ ▇▇▇▇ ▇▇▇▇ ▇▇▇ I

• participating in informal conversations and explaining or justifying a position in relation to personal and social issues such as ██████ ██ ████████; ██████████ ███████; ████████ ███████ ██ ██ ███████; ███████ ██████ ██ ██████ ██████ and describing personal learning strategies using statements such as ██████ ███████ ██ ████ ████████ ███ ██████ ███ ███

• supporting and opinions and maintaining focus of discussion using a variety of skills, for example, ██, ██████ ██ ███, ███████, ██ ███ ██, ██████ ██████ ███, ██████ ███ ██, ██ ██████, ██ ██ █████ ███ █████ █████ ███? █████ ██ ███ ███████ ███ █████ ██ ████ █████? ███ ███ █████ ██ ███ ███ | █████ ███ ███…… █████ █████ ██ ████ ██ … █████ █████ █████ ██… █████ █████ ██…

• exchanging information with peers in Hindi-speaking such as emails or secure online forums, about aspects of school, youth lifestyle and social issues, using comparisons when expressing thoughts and ideas, for example, ██ ███ ███ ██ █████ █████ █████ █████ █████, ██ ██ ███-██ █████ ██████ ███-█████

• communicating with their 'future or past self' and sharing their thoughts and opinions about being and how it has enriched or benefitted their life or impacted their , for example, ████████ ██████ ███ ██████ █████ ██ █████ ███ ██████ ███ █████ ██? █████ █████ █████ ███ █████ ██████ ██ ███ ███ █████ █████ ███ ███ ██ ███

• sharing details about past experiences and events of significance such as holidays, special events and travel using descriptive , for example, ██████ ███ ███ █████ █████ █████ ██ ███ ████████ ████████ █████ ███ ██ █████ ████████ ████████ ██ ███ ██ █████ ████████ ███ | ██ ██ ███ ████████ █ ██ ███ █████ █████ ███████ ██ ███

• sharing personal thoughts and experiences with peers about milestones, events and interests, and incorporating to express emotions and responses such as approval, gratitude, regret and , for example, █████ ██ ██████ ██████ ███ ██ … ███ ██████ ████████ ██ ███ ██ █████ ██████ █████ ███ ███████ ███████ ███

• in spontaneous hypothetical situations relating to travel, such as losing property, catching public transport, asking for recommendations, complaining about services, for example, █████ █████ ██-███ ███ ███████ ██ ███ ██ ██ ████████ ██████ █████ █████ ██ █

• playing a truth and lie game with peers relating to their personal worlds, past experiences or future aspirations, taking turns to guess the true statements and the lie, for example, █████ ███ █ █████ █████ ███ █, ██ ███ ██ ███ ██ ██ ██ █████ ███ ███ ███ ███, ███ ███ █████ █████ █████ █ ██████ █████ █████ ███!

Students learn to:

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

(AC9LH10EC01)

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

Futures

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

Social management

• Communication
Creating and exchanging

• Create, communicate and collaborate
Social management

• Communication
Social management

• Communication
Social management

• Communication
Social management

• Communication
Social management

• Communication
Social management

• Communication
Resources

AC9LH10EU01

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

•

•

Elaborations

• applying the rules of Hindi , spelling, punctuation and , and using prior phonic knowledge to sound

• distinguishing the difference between unaspirated and aspirated sounds and practising aloud, for example, ■ – ■■■■, ■ – ■■■■

• recognising how can be formed from and understanding how and change the meaning of , for example, ■■■, ■■■■, ■■■■■ and the impact this has on

• understanding regular and irregular elements of spoken and written Hindi, such as the influence of and expression on and spelling, for example, the use of ■■ in spoken Hindi in place of ■■ in written Hindi

• to a range of audio such as station or airport announcements or recorded phone messages and responding to challenges associated with clarity, and in spoken

• practising tongue twisters in Hindi to develop speed, confidence and , such as ■■■■ ■■■■ ■■ ■■■■■■ ■■ ■■■■■■ ■■■ ■■■■■■■■■, ■■■■■■■■■ ■■ ■■■■■■ ■■ ■■■■■■■ ■■ ■■■■ ■■■■

• recognising the ever-changing nature of spoken and how it is influenced by local customs, and regional , for example, the addition of such as ■■■ to women's names by Marathi speakers and ■■■■ to married women's names by Biharis

Students learn to:

apply features of the Hindi sound system, including pitch, rhythm, stress, pronunci intonation, and show how these are represented in familiar and some unfamiliar co

(AC9LH10EU01)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Speaking
Social management

• Communication
Elaborations

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Resources

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LH10EU01

Learning progression extract

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

Crafting ideas

• creates spoken texts which explore and interpret concepts drawn from research or learning area content

• selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)

• develops complex ideas or a central theme across a spoken text

• uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)

• rephrases or clarifies to repair or refine meaning

• uses language structures and features appropriate to learning area content

• uses technologies and visual and audio resources to enhance meaning and effect in presentations

Vocabulary

• selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")

• uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")

• uses a range of emotive language appropriate to topic, purpose and audience

• uses rich, evocative, descriptive language

• uses figurative language (e.g. "hungry for success")

Crafting ideas

• creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content

• includes a range of alternative viewpoints in spoken texts, where appropriate

• controls and manipulates a sophisticated range of language features to affect the audience

• uses a range of rhetorical devices and humour to engage an audience

• references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")

• delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EU01

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EU01

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EU01

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EU01

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EU01

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EU01

Continuum extract

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

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EU01

Continuum extract

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

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

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

Snapshot – Communicate responsively

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

Content description

AC9LH10EU01

Continuum extract

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

• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EU01

Continuum extract

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

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

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

Resource – Hindi language resource

Hindi

Language support resource

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

Introduction

The resource provides suggestions for sequential development in 2 parts:

• Part 1 – language features and structures

• Part 2 – thematic contexts for language use.

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

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

Language features and structures

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

Thematic contexts for language use

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

AC9LH10EU02

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

•

•

Elaborations

• applying punctuation , for example, full stop, comma, exclamation mark, brackets, apostrophe, speech marks and marks

• understanding spelling and of unfamiliar and basic joining (■■■■■) rules, such as ■+■ = ■

• linking ideas in using such as ■■■ ■■ ■■■■ ■■■■ ■■ ■■ ■■■■

• indicating situations and events by using past, present and future forms such as ■■■■ ■■, ■■■■ ■■■, ■■■■■■ and using a range of in , for example, ■■■■■ ■■■■ ■■■■ ■■■■ ■■■■ ■■ ■■■■■■■ ■■■■■ ■■, ■■■ ■■■■■■ ■■ ■■■■ ■■ ■■ ■■■■ ■■ ■■■■■■■ ■■■■■■ ■■ ■■■■■■■■

• using cardinal and ordinal numbers for a range of , for example, ■■■, ■■■■■, ■■ ■■■■■, ■■■■■■■■, ■■■■■■■, ■■■ ■■■■■

• using comparative and superlative forms of , for example, ■■■■■■■■ ■■■■ ■■ ■■■■ ■■■ ■■ ■■■■■ ■■■■■ ■■■■■

• using a range of interrogatives and questioning techniques to make formal and informal requests and obtain specific information, for example, ■■■■ ■■■■■■■■ ■■■■ ■■■?, ■■ ■■■■■■■ ■■■■ ■■■■■■?, ■■■■ ■■■ ■■■ ■■■ ?

• using participles (■■■■■): ■■■■■ ■■■ ■■■ – imperfect, ■■■■ ■■■ ■■■ – perfect, ■■■■ ■■■, ■■■■■ ■■■ – present, ■■ ■■■■■ ■■ ■■■ ■■■■■ ■■■ ■■, ■■■■ – past, ■■■■■ ■■■■, ■■■■■■ ■■■■ – as participle

• using a range of of time, place and frequency in a variety of , such as ■■, ■■■, ■■■■■

• understanding the function and use of (■■■■), for example, ■■, ■■, ■■, ■■ ■■■, ■■■, ■■

• understanding that from different may be used in various for related concepts such as ■■■■■■■ and ■■■■■

• extending knowledge of the use of the active and passive according to , for example, ■■■ ■■■■■ ■■■ ■■■ ■■■ ■■■■■ ■■■■ ■■ ■■■ ■■■

Students learn to:

select and use structures and features of the Hindi grammatical and writing system meaning and create spoken, written and multimodal texts

(AC9LH10EU02)
General capabilities and cross-curriculum priorities

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

• Grammar
Social management

• Communication
Elaborations

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

• Communication
Social management

• Communication
Social management

• Communication
Social management

• Communication
Social management
• Communication
Social management
• Communication
Social management
• Communication
Social management
• Communication
Social management
• Communication
Social management
• Communication
Social management
• Communication
Social management
• Communication

Resources

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LH10EU02

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

AC9LH10EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH10EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

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

AC9LH10EU02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

AC9LH10EU03

reflect on and evaluate Hindi , using to discuss and features

•
•

Elaborations

• recognising the significance and cultural importance of features of different types of in Hindi and English, such as forms of or associated with rituals or celebrations, and understanding how these vary according to the , occasion and intended such as ■■■■■■, ■■■■■, ■■■■■■■, ■■■■■ (formal) ■■■■■ ■■■■■ (informal)

• identifying the intended and of by analysing and , such as colourful expressive and persuasive in advertisements compared with economical and factual in product labelling or signage, and applying their understanding to the creation of their own

• comparing the used in invitations, for example, a wedding or engagement versus a message to a friend, for example, ■■■■■ ■■ ■■■■■ ■■ ■■■■■ ■■ ■■■ ■■■■■ ■■ ■■■■■ ■■■■■■■ ■■■■■ ■■■■■■■■■ ■■■■■■■■ ■■■■■ ■■■... ■■ ■■■… ■■■ ■■■■■ ■■■ ■■■■■ ■■?

• building and expanding to describe grammatical concepts and to organise learning resources such as charts, vocabulary lists and parts of speech such as , and

• recognising of Hindi and English versions of such as news headlines or school reports, noticing differences that appear to be culturally significant

• noticing and explaining differences in and between formal and informal Hindi and English use, for example, between the structure of a business letter and an informal email, ■■■■ ■■■■■ ■■■■ ■■■■ ■■..., ■■■ ■■■■■■■ ■■■■■ ■■■...

• analysing persuasive such as advertisements, slogans or speeches, recognising the use of and emotive to the intended

Students learn to:

reflect on and evaluate Hindi texts, using metalanguage to discuss language structu

(AC9LH10EU03)

General capabilities and cross-curriculum priorities

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

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Communicate responsively

Elaborations

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Communicate responsively

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Communicate responsively

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH10EU03

Continuum extract

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

• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources

• evaluate the information selected to determine bias and reliability

Snapshot – Communicate responsively

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

Content description

AC9LH10EU03

Continuum extract

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

• select and use strategies for open, flexible and focused communication, including understanding

how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding
how language and culture are interrelated or connected

Snapshot – Communicate responsively

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

Content description

AC9LH10EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding
how language and culture are interrelated or connected

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH10EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Communicate responsively

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

Content description

AC9LH10EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding
how cultural perspectives and world views affect communication within, between and across cultural
and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding
how language and culture are interrelated or connected

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH10EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH10EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH10EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Communicate responsively

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

Content description

AC9LH10EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH10EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH10EU03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

AC9LH10EU04

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

•

•

Elaborations

• researching important cultural symbols and icons and how they relate to and national pride, such as symbols from religion, festivals, historical events or folklore and legends, for example, ■■■■, ■, ■■■■■■, ■■■
• reflecting on their own and each other's use of Hindi and/or English identifying influences from other and such as terms used in everyday because of the influence of social media, popular and technology
• talking with older relatives, special guests or communities about changes they have experienced in Hindi , and practices across their lifetime, such as simplifying traditional rituals, absence of chanting mantras, wearing of Indo-western versus traditional clothing
• reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of with a First Nations Australian, to present in Hindi to a group of Hindi-speaking visitors at a school assembly
• recognising that Hindi, like all , carries histories of contact with other and , for example, by identifying and classifying that originate in such as Arabic ■■■■, Japanese ■■■■■■, Persian ■■■■■; and Turkish ■■■■■
• identifying and that fuse Hindi and English (Hinglish,) such as in Bollywood film titles and , pop , advertising and to capture trends, for example, tension mat lo, Yeh Dil Maange More, ji Uncle / ji Aunty, sabse best friend
• describing ways they their in different , situations and , for example, comparing typical with Hindi-speaking friends or English-speaking friends in different situations
• researching and classifying terms associated with customs, traditions and practices that have cultural significance or history and whose meanings are difficult to in other , for example, associated with yogic practice such as ■■■■■, ■■■■■, ■■■■, ■■■■, ■■■■■■■■, ■■■■■
• examining the meaning of Hindi proverbs and how they reflect traditional cultural , ideas and , for example, ■■■ ■■ ■■■■ ■■■■ ■■■■■, ■■ ■■■■ ■■ ■■■■■, ■■■ ■■■ ■■■■ ■■■■■
• analysing their own cultural and linguistic biographies through talking to relatives to explore family heritage, migration and history and reflecting on how this can contribute to understanding their , and family traditions, for example, celebrating particular festivals or superstitious and spiritual

Students learn to:

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

(AC9LH10EU04)

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 .

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Social awareness

• Empathy

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Social awareness

• Empathy

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Social awareness

• Empathy

Knowing Asia and its diversity

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

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

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

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

Inquiring

• Identify, process and evaluate information

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

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

Resources

Snapshot – Develop multiple perspectives

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

Content description

AC9LH10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LH10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LH10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

AC9LH10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LH10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

perspectives

Content description

AC9LH10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LH10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

perspectives

Content description

AC9LH10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Reflect on the relationship between cultures and identities

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

relationship between cultures and identities

Content description

AC9LH10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and describe beliefs, values and cultural practices that have changed over time and those
that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and
identities, including their own

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LH10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and describe beliefs, values and cultural practices that have changed over time and those
that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and
identities, including their own

Snapshot – Develop multiple perspectives

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

Content description

AC9LH10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference,
and describe how perspectives may be influenced by cultural beliefs and practices
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural
perspectives

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LH10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and describe beliefs, values and cultural practices that have changed over time and those
that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and
identities, including their own

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LH10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with
their own
• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds,

acknowledging the influence empathy has on developing social awareness

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LH10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LH10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Develop multiple perspectives

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

Content description

AC9LH10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LH10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LH10EU04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness