(no-code)

and in familiar and some unfamiliar related to students' experiences, feelings and , their in response to others

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Elaborations

• sustaining face-to-face and online conversations, for example, encouraging responses through such
as Ngoài âm nh■c, b■n còn co■ s■ thích gì khác? Ta■i sao v■y? Tôi ngh■ ■■c sách r■t có ích. Ba■n co■
■ô■ng y■ v■■i tôi không? B■n thích xem phim hay ■■c sách h■n? T■i sao?

• sharing information and opinions with peers in class and in online communities about a range of
topics such as friends, family, lifestyles, celebrations, Vietnamese cuisines, for example, Mình nên
c■n th■n khi la■m b■n ■ trên m■ng. Chúng ta nên ■n u■ng lành m■nh ■■ có s■c kh■e t■t. Chúng ta nên
tôn tr■ng m■i ng■■i xung quanh.

• using descriptive to discuss contrasting aspects of their personal worlds such as home and school,
study and entertainment or discipline and freedom, and justifying opinions, for example, Chúng ta
nói ti■ng Anh v■i th■y cô và b■n bè ■ tr■■ng nh■ng nên nói ti■ng Vi■t ■ nhà. Chúng ta nên bi■t cân
b■ng gi■a vi■c h■c và gi■i trí. Gia ■ình tôi s■ng r■t hòa thu■n và vui v■. Cu■i tu■n tôi th■■ng ■i
b■i hay ■i xem phim v■i b■n bè.

• asking and responding to open-ended about learning or strategies, for example, Mình ph■i làm sao
■■ phân bi■t ■■■c các d■u trong ti■ng Vi■t? B■n ph■i c■ g■ng t■p nghe, t■p ■■c và t■p vi■t cho nhi■u
và chú ý cách phát âm.

• summarising different opinions in , for example, Co■ ba■n thi■ thi■ch phim hành ■■ng, co■ ba■n
thi■ thi■ch phim ho■t hi■nh

• acknowledging others' ideas and opinions and indicating agreement or disagreement in non-
judgemental ways, for example, Tôi hi■u ý c■a b■n nh■ng b■n ngh■ sao n■u…

• requesting or asking for and providing clarification, for example, Ba■n vui lòng l■■p la■i/no■i
ro■ h■n vê■ …, Ba■n nghi■ sao vê■ viê■c …? Th■a cô, ch■ 've■ m■t' là d■u h■i hay d■u ngã? Th■a th■y,
ch■ "xin l■i" dùng d■u ngã ph■i không?

• initiating written such as to a student in Vietnam, requesting information and responding
appropriately, for example, ■ Vi■t Nam, b■n ■n T■t trong bao lâu? Bên Úc, gia ■ình mình ch■ ■n T■t
vào ngày cu■i tu■n.

Students learn to:

initiate and sustain exchanges in familiar and some unfamiliar contexts related to st experiences, feelings and views, adjusting their language in response to others

(AC9LV8C01)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Speaking and listening

• Interacting

Elaborations

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

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively

Social management

• Communication

Engaging with cultural and linguistic diversity

• Communicate responsively
Social management
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Engaging with cultural and linguistic diversity
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Engaging with cultural and linguistic diversity
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Social management
• Communication
Engaging with cultural and linguistic diversity
• Communicate responsively
Social management
• Communication
Resources
Snapshot – Communicate responsively

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

Content description

AC9LV8C01
Continuum extract

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

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LV8C01
Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions
• poses pertinent questions to make connections between a range of ideas
• uses open questions to prompt a speaker to provide more information
• clarifies task goals and negotiates roles in group learning
• monitors discussion to manage digression from the topic
• identifies and articulates the perspective of a speaker, to move a conversation forward
• interacts within school context or the broader community, adjusting language and responses to suit

purpose and audience
• synthesises ideas from group discussion into a common theme or hypothesis
• poses problems, hypothesises and formulates questions about abstract ideas in group situations
• restates different views and makes suggestions to negotiate agreement
• poses questions to clarify assumptions made by the speaker
• questions others to evaluate accuracy of thinking or problem-solving processes
• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
• interacts strategically and confidently with a broad range of interactional partners
• gives an extended explanation and evaluation of a complex concept, issue or process
• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
• uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communicate responsively

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

Content description

AC9LV8C01

sustaining face-to-face and online conversations, for example, encouraging responses through questions such as Ngoài âm nh■c, b■n còn co■ s■ thích gì khác? Ta■i sao v■y? Tôi ngh■ ■■c sách r■t có ích. Ba■n co■ ■ô■ng y■ v■■i tôi không? B■n thích xem phim hay ■■c sách h■n? T■i sao?

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• 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

AC9LV8C01

sustaining face-to-face and online conversations, for example, encouraging responses through questions such as Ngoài âm nh■c, b■n còn co■ s■ thích gì khác? Ta■i sao v■y? Tôi ngh■ ■■c sách r■t có ích. Ba■n co■ ■ô■ng y■ v■■i tôi không? B■n thích xem phim hay ■■c sách h■n? T■i sao?

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LV8C01

sharing information and opinions with peers in class and in online communities about a range of topics such as friends, family, lifestyles, celebrations, Vietnamese cuisines, for example, Mình nên c■n th■n khi la■m b■n ■ trên m■ng. Chúng ta nên ■n u■ng lành m■nh ■■ có s■c kh■e t■t. Chúng ta nên tôn tr■ng m■i ng■■i xung quanh.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C01

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Snapshot – Communicate responsively

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

Content description

AC9LV8C01

using descriptive language to discuss contrasting aspects of their personal worlds such as home and school, study and entertainment or discipline and freedom, and justifying opinions, for example, Chúng ta nói ti■ng Anh v■i th■y cô và b■n bè ■ tr■■ng nh■ng nên nói ti■ng Vi■t ■ nhà. Chúng ta nên bi■t cân b■ng gi■a vi■c h■c và gi■i trí. Gia ■ình tôi s■ng r■t hòa thu■n và vui v■. Cu■i tu■n tôi th■■ng ■i b■i hay ■i xem phim v■i b■n bè.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C01

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Snapshot – Communicate responsively

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

Content description

AC9LV8C01

asking and responding to open-ended questions about learning activities or strategies, for example, Mình ph■i làm sao ■■ phân bi■t ■■■c các d■u trong ti■ng Vi■t? B■n ph■i c■ g■ng t■p nghe, t■p ■■c và t■p vi■t cho nhi■u và chú ý cách phát âm.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C01

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Snapshot – Communicate responsively

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

Content description

AC9LV8C01

summarising different opinions in interactions, for example, Co■ ba■n thi■ thi■ch phim hành ■■ng, co■ ba■n thi■ thi■ch phim ho■t hi■nh

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Snapshot – Communicate responsively

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

Content description

AC9LV8C01

acknowledging others' ideas and opinions and indicating agreement or disagreement in non-judgemental ways, for example, Tôi hi■u ý c■a b■n nh■ng b■n ngh■ sao n■u…

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C01

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Snapshot – Communicate responsively

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

Content description

AC9LV8C01

requesting repetition or asking for and providing clarification, for example, Ba■n vui lòng l■■p la■i/no■i ro■ h■n vê■ …, Ba■n nghi■ sao vê■ viê■c …? Th■a cô, ch■ 'v■ m■t' là d■u h■i hay d■u ngã? Th■a th■y, ch■ "xin l■i" dùng d■u ngã ph■i không?

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C01

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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: Comm responsively

Content description

AC9LV8C01

initiating written exchanges such as writing to a student in Vietnam, requesting information and responding appropriately, for example, ■ Vi■t Nam, b■n ■n T■t trong bao lâu? Bên Úc, gia ■ình mình ch■ ■n T■t vào ngày cu■i tu■n.

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C01

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Resource – Vietnamese language resource

Vietnamese

Language support resource

The Vietnamese Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Vietnamese. It is optional and includes illustrative examples of language and language use.
Introduction
The resource provides suggestions for sequential development in 2 parts:
• Part 1 – language features and structures
• Part 2 – thematic contexts for language use.
The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Vietnamese for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.
Language features and structures
Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a

particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

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

Download

AC9LV8C02

collaborate in that involve the of transaction, negotiation and problem-solving to plan projects and events

•

Elaborations

• participating in cultural experiences in the community, such as an excursion to a Vietnamese restaurant or festival, and rehearsing studied vocabulary, structures and manners, for example, Mình nên dùng món khai v■ gì? Còn món ■n chính thì sao? Chúng ta nên ■n tráng mi■ng b■ng trái cây thay cho bánh ng■t. Các b■n nh■ ■■ng nói chuy■n ■n ào khi ■n u■ng.

• collaborating to decide on a menu for a class lunch, and negotiating items, prices and delivery with a local restaurant, for example, L■p chúng ta nên n■u món gì cho ngày h■i ■a V■n Hoá? C■m chiên và ch■ giò ■■■c không? Mình c■n chu■n b■ nh■ng gì nè?

• planning and making arrangements for such as outings using expressions related to place, time and numbers, for example, Các b■n mu■n h■n g■p nhau ■ ■âu? M■y gi■ thì mình s■ ■i leo núi? Mi■nh g■p nhau lúc b■y gi■ sáng ■■■c không?

• collaborating to a short children's story based on a Vietnamese cultural event such as Tê■t , and it to younger learners of Vietnamese

• collaborating to displays, presentations or for family, friends or the school community to showcase Vietnamese learning, for example, singing a song in Vietnamese, reciting a poem such as Xin chào Vietnam, bài th■ Tôn Tr■ng

• participating in a collaborative project such as contributing to a school newsletter, secure blog or posters to promote awareness of an important issue, for example, creating posters to promote Vietnamese and and displaying in local libraries and primary schools

• conducting interviews with Vietnamese-speaking residents in nursing homes on various topics such as migration, life experiences in Australia, career choices and family history, and preparing a presentation using and apps

• providing feedback using to support peers, for example, editing each other's written or spoken and work samples, and justifying reasons for editing or changing

• creating resources to help others, such as a set of helpful hints for new Vietnamese-speaking students or students starting school, travelling to Vietnam for the first time, or teaching a skill step-by-step

Students learn to:

collaborate in activities that involve the language of transaction, negotiation and pr
to plan projects and events

(AC9LV8C02)

General capabilities and cross-curriculum priorities

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

Social management

• Communication

• Collaboration

Elaborations

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

Social management

• Communication

• Collaboration
Social management
• Communication
• Collaboration
Social management
• Communication
• Collaboration
Social management
• Communication
• Collaboration
Social management
• Communication
• Collaboration
Social management
• Communication
• Collaboration
Creating and exchanging
• Create, communicate and collaborate
Social management
• Communication
Social management
• Communication
• Collaboration
Social management
• Communication
• Collaboration
Resources
Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C02

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV8C02

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C02

participating in authentic cultural experiences in the community, such as an excursion to a Vietnamese restaurant or festival, and rehearsing studied vocabulary, structures and manners, for example, Mình nên dùng món khai v■ gì? Còn món ■n chính thì sao? Chúng ta nên ■n tráng mi■ng b■ng trái cây thay cho bánh ng■t. Các b■n nh■ ■■ng nói chuy■n ■n ào khi ■n u■ng.

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV8C02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C02

collaborating to decide on a menu for a class lunch, and negotiating items, prices and delivery with a local restaurant, for example, L■p chúng ta nên n■u món gì cho ngày h■i ■a V■n Hoá? C■m chiên và ch■ giò ■■■c không? Mình c■n chu■n b■ nh■ng gì nè?

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV8C02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C02

planning and making arrangements for activities such as outings using expressions related to place, time and numbers, for example, Các b■n mu■n h■n g■p nhau ■ ■âu? M■y gi■ thì mình s■ ■i leo núi? Mi■nh g■p nhau lúc b■y gi■ sáng ■■■c không?

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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AC9LV8C02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C02

collaborating to create a short children's story based on a Vietnamese cultural event such as Tê■t , and reading it to younger learners of Vietnamese

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV8C02

collaborating to create a short children's story based on a Vietnamese cultural event such as Tê■t , and reading it to younger learners of Vietnamese

Continuum extract

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

perspectives, experiences and capabilities of group members

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C02

collaborating to create displays, presentations or performances for family, friends or the school community to showcase Vietnamese learning, for example, singing a song in Vietnamese, reciting a poem such as Xin chào Vietnam, bài th■ Tôn Tr■ng

Continuum extract

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

Personal and Social capability: Social management: Collaboration

Content description

AC9LV8C02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C02

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV8C02

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Snapshot – Create, communicate and collaborate

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

Content description

AC9LV8C02

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C02

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
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• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV8C02

Continuum extract

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C02

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

Personal and Social capability: Social management: Collaboration

Content description

AC9LV8C02

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• 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

AC9LV8C03

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

•

•

Elaborations

• comparing key points and supporting detail from a range of about special occasions and ceremonies and discussing culture-specific terms and representations such as ■ Úc, ng■■i ta không ■n T■t nhi■u ngày nh■ ■ Vi■t Nam
• using strategies to understand and respond to , for example, identifying the gist of an informative about climate change and responding with a personal action or opinion such as M■i gia ■ình nên tái ch■ rác th■i ■■ b■o v■ môi tr■■ng.
• accessing a range of digital and other , such as books, webpages, documentaries, news items or interviews, to collate and present information about aspects of Vietnamese and Australian lifestyles, for example, creating a presentation on Vietnamese teenagers' fashion and tastes in music
• to, or viewing First Nations Australian stories in English and responding to them in spoken or written Vietnamese
• responding to a by and performing a simple monologue of a main , demonstrating empathy
• researching and comparing aspects of life in Vietnam and Australia and presenting this information, for example, researching and comparing ways of transport in Vietnam and Australia and presenting this information in a table
• to, viewing and a range of , including and digital , such as cartoons, films, comics, stories, poems and songs, and identifying themes, messages and plot, for example, S■n Tinh Thu■y Tinh, bài th■ Làm Anh, bài hát Xin chào Vi■t Nam
• comparing humour in Vietnamese comedies with Australian/Western expressions of humour, for example, comparing comedies by Anh ■ô■ with Mr. Bean and discussing personal responses
• identifying differences between use in formal interviews and speeches, and in everyday conversations, and replicating these differences in their own speeches or conversations, such as B■n vui lòng cho bi■t ý ki■n c■a b■n v■ v■n ■■ này? versus B■n ngh■ sao v■ chuy■n này? or Xin chào cô và các b■n versus Lan nè/Ê Lan, kh■e không?
• identifying in Vietnamese , for example, vui ve■, ma■t me■, lanh l■■i , and using this in their own creative

Students learn to:

interpret information, ideas and opinions in a range of spoken, written and multimo respond appropriately to cultural context, purpose and audience

(AC9LV8C03)

General capabilities and cross-curriculum priorities

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

Inquiring

• Identify, process and evaluate information

Reading and viewing

• Understanding texts

Speaking and listening

• Listening

Elaborations

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

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Investigating

• Locate information

People

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

Social management

• Communication

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Inquiring

• Identify, process and evaluate information

Social management

• Communication

Inquiring

• Identify, process and evaluate information

Resources

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV8C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LV8C03

Learning progression extract

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

content.
Comprehension
• reads and views complex texts (see Text complexity)
• identifies the main themes or concepts in complex texts by synthesising key ideas or information
• summarises the text, identifying key details only
• draws inferences, synthesising clues and evidence across a text
• builds meaning by actively linking ideas from a number of texts or a range of digital sources
• distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
• identifies different interpretations of the text citing evidence from a text
• evaluates language features for relevance to purpose and audience
• analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
• analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
• identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)
Processes
• uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
• uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
• selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
• judiciously selects texts for learning area tasks and purposes
Vocabulary
• identifies language used to create tone or atmosphere
• analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
• applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
• uses a range of context and grammatical cues to understand unfamiliar words
• interprets complex figurative language (e.g. euphemisms, hyperbole)
Comprehension
• reads and views complex or some highly complex texts (see Text complexity)
• interprets abstract concepts integrating complex ideas
• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
• evaluates the reasoning and evidence in a persuasive text
• explains how context (e.g. time, place, situation) influences interpretations of a text
• analyses the author's perspectives in complex or some highly complex texts
• analyses the techniques authors use to position readers
• recognises when ideas or evidence have been omitted from a text to position the reader
Processes
• automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
• navigates extended texts including complex digital texts
Vocabulary
• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
• verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

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

• interprets symbolism in texts, providing evidence to justify interpretation

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

• analyses the credibility and validity of primary and secondary sources

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

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

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

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

Processes

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

• identifies subtle contradictions and inconsistencies in texts

Vocabulary

• interprets complex, formal and impersonal language in academic texts

• uses lexical cues to interpret unfamiliar vocabulary

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LV8C03

Learning progression extract

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

• responds to moderately complex texts (see Text complexity)

• responds to texts with unfamiliar content

• identifies main ideas of a spoken text using supporting details

• identifies purpose and intended audience of a spoken text

• infers layered meaning from texts (e.g. musical overlay that creates mood)

• asks relevant questions to extend understanding

• describes language and audio features of the text

• responds to complex texts (see Text complexity)

• identifies and analyses how spoken language is used for different effects

• explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas

• selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)

• explains how vocabulary is used for impact on the target audience

• responds to highly complex texts (see Text complexity)

• identifies and paraphrases key points of a speaker's arguments

• describes how listening skills should be applied, according to purpose

• evaluates strategies used by the speaker to elicit emotional responses

• explains any shift in direction, line of argument or purpose made by the speaker

• adopts and re-uses complex abstractions heard in texts

• explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV8C03

comparing key points and supporting detail from a range of texts about special occasions and ceremonies and discussing culture-specific terms and representations such as ■ Úc, ng■■i ta không ■n T■t nhi■u ngày nh■ ■ Vi■t Nam

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV8C03

using reading strategies to understand and respond to texts, for example, identifying the gist of an informative text about climate change and responding with a personal action or opinion such as M■i gia ■ình nên tái ch■ rác th■i ■■ b■o v■ môi tr■■ng.

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• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
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Snapshot – Identify, process and evaluate information

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

Content description

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

Snapshot – Locate information

Digital Literacy: Investigating: Locate information

Content description

AC9LV8C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• locate information through search engines and in documents by applying specific search terms based on set criteria, and select and retrieve relevant information from multiple sources
• locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria

• locate relevant information by applying advanced search functions across multiple sources involving purposefully selected and contextually specific terms and criteria

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C03

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

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Snapshot – Identify, process and evaluate information

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

Content description

AC9LV8C03

listening to, viewing and reading a range of texts, including multimodal and digital narratives, such as cartoons, films, comics, stories, poems and songs, and identifying themes, messages and plot, for example, S■n Tinh Thu■y Tinh, bài th■ Làm Anh, bài hát Xin chào Viê■t Nam

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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Snapshot – Identify, process and evaluate information

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

Content description

AC9LV8C03

comparing humour in Vietnamese comedies with Australian/Western expressions of humour, for example, comparing comedies by Anh ■ô■ with Mr. Bean and discussing personal responses

Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV8C03

identifying differences between language use in formal interviews and speeches, and in everyday conversations, and replicating these differences in their own speeches or conversations, such as B■n vui lòng cho bi■t ý ki■n c■a b■n v■ v■n ■■ này? versus B■n ngh■ sao v■ chuy■n này? or Xin chào cô và các b■n versus Lan nè/Ê Lan, kh■e không?

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C03

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV8C03

identifying alliteration in Vietnamese texts, for example, vui ve■, ma■t me■, lanh l■■i , and using this in their own creative texts

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual

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

AC9LV8C04

interpret and non-verbal, spoken and written to meaning in Vietnamese in familiar and some unfamiliar cultural

•

•

Elaborations

• discussing strategies for translating difficult and concepts, such as expanding descriptions or explanations, providing examples to assist meaning, or connecting to to identify the meaning of a , for example, the 'that tea is strong' and working out from the that the meaning of 'strong' is ■■m not kho■

• comparing choices of and behaviours when communicating in Vietnamese and English, explaining the modifications they make and why, for example, being indirect when making refusals in Vietnamese-speaking such as D■ con không dám h■a. Ch■c ■■ con xem l■i. Con c■ng thích món quà này nh■ng mà ... or using both hands when giving something to show respect

• comparing their own of short with those of their classmates, then comparing both to versions produced by digital or print dictionaries, discussing reasons for variations and discrepancies, for example, phi tr■■ng/sân bay, ga xe l■a/ tr■m xe l■a

• reflecting on and explaining which , expressions or should or should not be incorporated when with Vietnamese speakers or speakers of other , for example, using expressions of praise or admiration, beckoning downwards or upwards, hugging someone in greeting or making or avoiding eye contact during conversation

• understanding how to convert informal spoken such as ai cu■ng biê■t hê■t into formal to suit particular and , and experimenting with formal expressions such as m■i ng■■i ■■u bi■t, nh■ các b■n ■ã bi■t

• discussing and amending inaccurate of public signs or notices in Vietnam and in Australia, for example, roundabout is bùng bình not vòng tròn

• recognising changes required for structure or use in English-Vietnamese , for example, This lesson is too hard to understand = Ba■i ho■c na■y kho■ qua■, tôi không hiê■u ■■■■c ; I can't help laughing = Tôi không th■ nhi■n c■■■i ■■■■c

• examples of colloquialisms or slang typically used by young people such as g■u (partner), toang (broken)

• creating Vietnamese glossaries to accompany English such as d■ báo th■i ti■t (weather forecasts), phim tài li■u v■ thiên nhiên (nature documentary), phim ho■t hi■nh (cartoons), du l■ch (travel blog) or truy■n c■ tích (folk tales)

Students learn to:

interpret and adjust non-verbal, spoken and written language to convey meaning in language in familiar and some unfamiliar cultural contexts

(AC9LV8C04)

General capabilities and cross-curriculum priorities

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Reading and viewing

• Understanding texts

Speaking and listening

• Listening

Elaborations

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

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Social management

• Communication

Analysing

• Interpret concepts and problems

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Navigating intercultural contexts

• Adapt in intercultural exchanges

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LV8C04

Continuum extract

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

• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

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

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LV8C04

Learning progression extract

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

Comprehension

• reads and views complex texts (see Text complexity)

• identifies the main themes or concepts in complex texts by synthesising key ideas or information

• summarises the text, identifying key details only

• draws inferences, synthesising clues and evidence across a text

• builds meaning by actively linking ideas from a number of texts or a range of digital sources

• distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)

• identifies different interpretations of the text citing evidence from a text

• evaluates language features for relevance to purpose and audience

• analyses texts that have more than one purpose and explains how parts of the text support a particular purpose

• analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)

• identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes

• uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning

• uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)

• selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)

• judiciously selects texts for learning area tasks and purposes

Vocabulary

• identifies language used to create tone or atmosphere

• analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)

• applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words

• uses a range of context and grammatical cues to understand unfamiliar words

• interprets complex figurative language (e.g. euphemisms, hyperbole)

Comprehension

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

• interprets abstract concepts integrating complex ideas

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

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

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

• evaluates the reasoning and evidence in a persuasive text

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

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

• analyses the techniques authors use to position readers

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

Processes

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

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

• navigates extended texts including complex digital texts

Vocabulary

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

• verifies interpretations of unfamiliar words using grammatical and contextual cues

Comprehension

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

• interprets symbolism in texts, providing evidence to justify interpretation

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

• analyses the credibility and validity of primary and secondary sources

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

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

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

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

Processes

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

demands of tasks and texts

• identifies subtle contradictions and inconsistencies in texts

Vocabulary

• interprets complex, formal and impersonal language in academic texts

• uses lexical cues to interpret unfamiliar vocabulary

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LV8C04

Learning progression extract

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

• responds to moderately complex texts (see Text complexity)

• responds to texts with unfamiliar content

• identifies main ideas of a spoken text using supporting details

• identifies purpose and intended audience of a spoken text

• infers layered meaning from texts (e.g. musical overlay that creates mood)

• asks relevant questions to extend understanding

• describes language and audio features of the text

• responds to complex texts (see Text complexity)

• identifies and analyses how spoken language is used for different effects

• explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas

• selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)

• explains how vocabulary is used for impact on the target audience

• responds to highly complex texts (see Text complexity)

• identifies and paraphrases key points of a speaker's arguments

• describes how listening skills should be applied, according to purpose

• evaluates strategies used by the speaker to elicit emotional responses

• explains any shift in direction, line of argument or purpose made by the speaker

• adopts and re-uses complex abstractions heard in texts

• explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LV8C04

discussing strategies for translating difficult words and concepts, such as expanding descriptions or explanations, providing examples to assist meaning, or connecting to context to identify the meaning of a word, for example, reading the sentence 'that tea is strong' and working out from the context that the meaning of 'strong' is ■■m not kho■

Continuum extract

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

• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LV8C04

comparing choices of language and behaviours when communicating in Vietnamese and English, explaining the modifications they make and why, for example, being indirect when making refusals in Vietnamese-speaking contexts such as D■ con không dám h■a. Ch■c ■■ con xem l■i. Con c■ng thích món quà này nh■ng mà ... or using both hands when giving something to show respect

Continuum extract

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

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

Content description

AC9LV8C04

comparing their own translations of short texts with those of their classmates, then comparing both to versions produced by bilingual digital or print dictionaries, discussing reasons for variations and discrepancies, for example, phi tr■■ng/sân bay, ga xe l■a/ tr■m xe l■a

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
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Snapshot – Adapt in intercultural exchanges
Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LV8C04
Continuum extract

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

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

Content description

AC9LV8C04

understanding how to convert informal spoken language such as ai cu■ng biê■t hê■t into formal register to suit particular purposes and audiences, and experimenting with formal expressions such as m■i ng■■i ■■u bi■t, nh■ các b■n ■ã bi■t

Continuum extract

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

adapting thinking and behaviour to develop mutual understanding

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C04

understanding how to convert informal spoken language such as ai cu■ng biê■t hê■t into formal register to suit particular purposes and audiences, and experimenting with formal expressions such as m■i ng■■i ■■u bi■t, nh■ các b■n ■ã bi■t

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8C04

discussing and amending inaccurate translations of public signs or notices in Vietnam and in Australia, for example, roundabout is bùng bình not vòng tròn

Continuum extract

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LV8C04

discussing and amending inaccurate translations of public signs or notices in Vietnam and in Australia, for example, roundabout is bùng bình not vòng tròn

Continuum extract

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9LV8C04

recognising changes required for sentence structure or word use in English-Vietnamese translation, for example, This lesson is too hard to understand = Ba■i ho■c na■y kho■ qua■, tôi không hiê■u ■■■■c ; I can't help laughing = Tôi không th■ nhi■n c■■■i ■■■■c

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

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

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

Content description

AC9LV8C04

interpreting examples of colloquialisms or slang typically used by young people such as g■u (partner), toang (broken)

Continuum extract

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

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

Content description

AC9LV8C04

creating Vietnamese glossaries to accompany English texts such as d■ báo th■i ti■t (weather forecasts), phim tài li■u v■ thiên nhiên (nature documentary), phim ho■t hi■nh (cartoons), du l■ch (travel blog) or truy■n c■ tích (folk tales)

Continuum extract

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

AC9LV8C05

and present spoken, written and , informative and imaginative for specific , selecting vocabulary, expressions, grammatical structures, features and appropriate to type and

•
•

Elaborations

• creating spoken or written such as an advertisement promoting travel (tourist brochure, itinerary for young Australian travellers to Vietnam, etc.), including key , , and information about cultural practices, for example, Bao nhiêu ti■n? Phòng v■ sinh ■ ■âu? Làm ■n ch■ tôi ■■n nhà hàng/khách s■n/phi tr■■ng, xin l■i, cám ■n
• reporting in the form of a recount, a secure blog or a presentation, a personal experience such as a school excursion, a holiday or a local cultural event, using descriptive captions, subtitles or other audio/visual aids to enhance effect
• for non-Vietnamese and non-English speakers, for example, menus for Vietnamese restaurants with footnotes in English and public signs and notices for Vietnamese and Australian , paying attention to aspects of
• creating a print or digital poster in Vietnamese to promote travel to a significant cultural location on a First Nations , including what to see and do
• such as a diary entry to reflect on an event in a story or film, or an imagined interview with a from a story or film
• performing in or creating a multimedia videoclip of a dramatisation of a creative , for example,

imagining themselves as in a poem, song or painting and creating a scenario and dialogue, such as bài th■ Làm Anh, bài nh■c Xin Chào Vi■t Nam

• adapting stories or films to new settings and , imagining how might behave and react in different and times

• creating the next scene, a new or an alternative ending for Vietnamese imaginative such as a folk tale, short story, drama or film, for example, ■n kh■ tr■ vàng. S■n Tinh Thu■ Tinh

• creating jingles or songs to well-known or original tunes to entertain peers or a younger , for example, choosing a tune from a famous pop song and using key to a new song

• creating captions, commentaries or subtitles for short video clips or slideshow presentations of experiences such as going on a holiday, attending a wedding ceremony, giving or accepting a gift, or informing Vietnamese-speaking peers and community of school or cultural events

• presenting and comparing information about Vietnamese and Australian cultural practices they see at home, school or in the community, for example, using graphic organisers to compare ways of celebrating New Year and birthday

Students learn to:

create and present spoken, written and multimodal, informative and imaginative tex purposes, selecting vocabulary, expressions, grammatical structures, features and appropriate to text type and context

(AC9LV8C05)

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 .

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Social management

• Communication

Creating and exchanging

• Create, communicate and collaborate

Social management

• Communication

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Social management

• Communication

Country/Place

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

Generating

• Create possibilities

Social management

• Communication

Generating

• Create possibilities

Social management

• Communication

• Collaboration

Generating

• Create possibilities

Social management

• Communication

Generating

• Create possibilities

Social management

• Communication

Generating

• Create possibilities

Social management

• Communication

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Social management

• Communication

Inquiring

• Identify, process and evaluate information

Reflecting on culture and cultural diversity

• Explore the influence of cultures on interactions

Resources

Work Samples

WS01 - Chuy■n ■i c■m tr■i (Camping trip)

Snapshot – Create, communicate and collaborate

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

Content description

AC9LV8C05

Continuum extract

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

• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups

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

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

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LV8C05

Learning progression extract

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

Crafting ideas

• creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas

• organises more complex ideas or concepts logically, selecting details to accentuate key points

• speaks audibly and coherently to a less familiar audience for a sustained period

• shows increasing awareness of audience by moderating length, content and delivery of spoken texts

• adjusts register according to purpose and audience

• does research to prepare spoken texts

• uses a range of technology, and audio and visual resources to engage audience and enhance content

Vocabulary

• varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)

• uses language creatively (e.g. "the moon shines bravely")

• uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")

• uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")

• consistently uses a range of synonyms to add variety and precision to spoken text

• uses abstractions (e.g. "freedom", "fairness")

Crafting ideas

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

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

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

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

• rephrases or clarifies to repair or refine meaning

• uses language structures and features appropriate to learning area content

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

Vocabulary

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

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

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

• uses rich, evocative, descriptive language

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

Crafting ideas

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

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

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

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

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

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

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LV8C05

Learning progression extract

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

Crafting ideas

• creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)

• selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)

• orients the reader to the topic or concept using a definition or classification

• develops ideas with details and examples

• uses ideas derived from research

• uses written and visual supporting evidence

Text forms and features

• uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word

associations and synonyms)

• uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")

• includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)

• uses language to compare (e.g. "alternatively", "whereas")

• uses formatting appropriately to reference and label graphics

Vocabulary

• uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")

• uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

Crafting ideas

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

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

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

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

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

Text forms and features

• varies sentence structure for effect (see Grammar)

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

• uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")

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

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

Vocabulary

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

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

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

Crafting ideas

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

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

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

• uses evidence and references

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

Text forms and features

• maintains tone appropriate to the audience

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

Vocabulary

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

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LV8C05
Learning progression extract
The following learning progression extract shows the alignment of the learning progression with this content.
Crafting ideas
• creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories)
• selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication)
• uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism)
• uses actions and events to develop the character
• orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion)
• creates a cohesive text by integrating narrative elements (e.g. character, setting and events)
Text forms and features
• uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms
• includes salient visual and audio features to enhance the text
• intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. "Kokou must be hungry. But he was not [hungry].")
• selects a point of view appropriate to the purpose and audience
• uses figurative devices such as personification and metaphor (e.g. "the fairy lights danced along the street")
Vocabulary
• uses vivid and less predictable vocabulary to affect the reader (e.g. "stroll", "prowl" for "walk")
• uses words to create imagery (e.g. "the wind whistled and swirled around her")
• uses vocabulary to evoke humour (e.g. pun)
Crafting ideas
• creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective)
• includes relevant, rich, evocative description
• uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere
• intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)
• generates, selects and crafts ideas to support a theme
• selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional representation of a real event)
Text forms and features
• uses language features to engage reader (e.g. uses sensory imagery to build atmosphere)
• uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor)
• includes visual and audio resources to evoke mood or atmosphere of text
• varies sentence structure for effect (see Grammar)
Vocabulary
• uses words that create connotations (e.g. "startled", "dismayed")
• uses language that evokes an emotional response (e.g. "a piercing scream echoed through the valley")
Crafting ideas
• creates sustained texts that develop more abstract themes or concepts in imaginative ways
• uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to reinforce a point or create a rhythmic flow)
• develops an imaginative text around a theme or social issue
Text forms and features
• uses stylistic features for effect (e.g. narrates from an omniscient point of view)
• uses recurring imagery for cohesion
• uses language to create humour (e.g. irony, satire)

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

Vocabulary

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

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

Snapshot – 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

AC9LV8C05

creating spoken or written texts such as an advertisement promoting travel (tourist brochure, itinerary for young Australian travellers to Vietnam, etc.), including key words, phrases, and information about cultural practices, for example, Bao nhiêu ti■n? Phòng v■ sinh ■ ■âu? Làm ■n ch■ tôi ■■n nhà hàng/khách s■n/phi tr■■ng, xin l■i, cám ■n

Continuum extract

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

• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C05

creating spoken or written texts such as an advertisement promoting travel (tourist brochure, itinerary for young Australian travellers to Vietnam, etc.), including key words, phrases, and information about cultural practices, for example, Bao nhiêu ti■n? Phòng v■ sinh ■ ■âu? Làm ■n ch■ tôi ■■n nhà hàng/khách s■n/phi tr■■ng, xin l■i, cám ■n

Continuum extract

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

• apply skills to address factors that influence verbal and non-verbal communication

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

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

Snapshot – Create, communicate and collaborate

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

Content description

AC9LV8C05

Continuum extract

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

• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C05

Continuum extract

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LV8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
• explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
• analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C05

Continuum extract

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

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LV8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C05

Continuum extract

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

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LV8C05

performing in or creating a multimedia videoclip of a dramatisation of a creative text, for example, imagining themselves as characters in a poem, song or painting and creating a scenario and dialogue, such as bài th■ Làm Anh, bài nh■c Xin Chào Vi■t Nam

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C05

performing in or creating a multimedia videoclip of a dramatisation of a creative text, for example, imagining themselves as characters in a poem, song or painting and creating a scenario and dialogue, such as bài th■ Làm Anh, bài nh■c Xin Chào Vi■t Nam

Continuum extract

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV8C05

performing in or creating a multimedia videoclip of a dramatisation of a creative text, for example, imagining themselves as characters in a poem, song or painting and creating a scenario and dialogue, such as bài th■ Làm Anh, bài nh■c Xin Chào Vi■t Nam

Continuum extract

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

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9LV8C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed

variations or combinations
Snapshot – Communication
Personal and Social capability: Social management: Communication
Content description
AC9LV8C05
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback
Snapshot – Create possibilities
Critical and Creative Thinking: Generating: Create possibilities
Content description
AC9LV8C05
creating the next scene, a new character or an alternative ending for Vietnamese imaginative texts such as a folk tale, short story, drama or film, for example, ■n kh■ tr■ vàng. S■n Tinh Thu■ Tinh
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations
Snapshot – Communication
Personal and Social capability: Social management: Communication
Content description
AC9LV8C05
creating the next scene, a new character or an alternative ending for Vietnamese imaginative texts such as a folk tale, short story, drama or film, for example, ■n kh■ tr■ vàng. S■n Tinh Thu■ Tinh
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback
Snapshot – Create possibilities
Critical and Creative Thinking: Generating: Create possibilities
Content description
AC9LV8C05
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations
Snapshot – Communication
Personal and Social capability: Social management: Communication
Content description

AC9LV8C05
Continuum extract

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LV8C05
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
• explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
• analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8C05
Continuum extract

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LV8C05
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9LV8C05
Continuum extract

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

• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building
• explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
• analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

Resource – WS01 - Chuy■n ■i c■m tr■i (Camping trip)

By the end of Year 8, students initiate and maintain interactions in Vietnamese language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Vietnamese to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary sentence structures, and expressions to create texts.

Students apply the conventions of spoken Vietnamese to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Vietnamese text, using metalanguage. They reflect on how the Vietnamese language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

AC9LV8C05

create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context

AC9LV8U02

apply understanding of grammatical structures and expressions to compose and respond to texts

AC9LV8U01

apply knowledge of of spoken Vietnamese to enhance , and to respond to and in familiar and some unfamiliar

•

•

Elaborations
• applying Vietnamese and spelling rules to own speech and to pronounce and spell new encountered in and , for example, if the spelling of the m■■i is known, then the spelling of the ng■■i can be determined without knowing its meaning
• experimenting with patterns to distinguish different types of , for example, a statement Con không ■i ch■i ■âu.; a Con không ■i ch■i ■âu?; and an exclamation Con không ■i ch■i ■âu!
• distinguishing and making nuances in and spelling between some similar and , for example, chi■u cao and cây cau, l■ mu■i and con muô■i, cái túi and trái chu■i
• developing features of spoken Vietnamese, including , and , to increase and enhance expression in a range of such as to and repeating using , aloud and conversing with a wide range of people
• to short between unfamiliar at diverse speeds or levels of clarity to develop auditory and
• developing strategies to understand meaning when to diverse regional Vietnamese , for example, inferring meaning from the
• practising ways in which varies according to setting and , for example, saying the same in different to (friendly/unfriendly, respectful/ironic, etc.) to change the meaning, such as Hôm nay, em t■i s■m th■!
• comparing own Vietnamese speech patterns with Standard Vietnamese , and making adjustments to their of certain sounds or as necessary, for example, g and r, s and x , ch and tr , or d and gi and v

Students learn to:

apply knowledge of conventions of spoken Vietnamese to enhance fluency, and to r

texts in familiar and some unfamiliar contexts

(AC9LV8U01)

General capabilities and cross-curriculum priorities

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

Speaking and listening

• Speaking

Social management

• Communication

Elaborations

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

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Social management

• Communication

Resources

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LV8U01

Learning progression extract

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

Crafting ideas

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

Vocabulary

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

Crafting ideas

• creates spoken texts which explore and interpret concepts drawn from research or learning area content
• selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
• develops complex ideas or a central theme across a spoken text
• uses language features according to purpose, to impact the audience (e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
• rephrases or clarifies to repair or refine meaning
• uses language structures and features appropriate to learning area content
• uses technologies and visual and audio resources to enhance meaning and effect in presentations
Vocabulary
• selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
• uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
• uses a range of emotive language appropriate to topic, purpose and audience
• uses rich, evocative, descriptive language
• uses figurative language (e.g. "hungry for success")
Crafting ideas
• creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
• includes a range of alternative viewpoints in spoken texts, where appropriate
• controls and manipulates a sophisticated range of language features to affect the audience
• uses a range of rhetorical devices and humour to engage an audience
• references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
• delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8U01

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8U01

applying Vietnamese pronunciation and spelling rules to own speech and writing to pronounce and spell new words encountered in interactions and texts, for example, if the spelling of the word m■■i is known, then the spelling of the word ng■■i can be determined without knowing its meaning

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8U01

experimenting with intonation patterns to distinguish different types of sentences, for example, a statement Con không ■i ch■i ■âu.; a question Con không ■i ch■i ■âu?; and an exclamation Con không ■i ch■i ■âu!

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8U01

distinguishing and making nuances in pronunciation and spelling between some similar diphthongs and triphthongs, for example, chi■u cao and cây cau, l■ mu■i and con muô■i, cái túi and trái chu■i

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8U01

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8U01

practising ways in which tone varies according to setting and context, for example, saying the same sentence in different tones to (friendly/unfriendly, respectful/ironic, etc.) to change the meaning, such as Hôm nay, em t■i s■m th■!

Continuum extract

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

• apply skills to address factors that influence verbal and non-verbal communication

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8U01

comparing own Vietnamese speech patterns with Standard Vietnamese pronunciation, and making adjustments to their pronunciation of certain sounds or tone markers as necessary, for example, g and r, s and x , ch and tr , or d and gi and v

Continuum extract

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

• apply skills to address factors that influence verbal and non-verbal communication

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

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

Resource – Vietnamese language resource

Vietnamese

Language support resource

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

Introduction

The resource provides suggestions for sequential development in 2 parts:

• Part 1 – language features and structures

• Part 2 – thematic contexts for language use.

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

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

Language features and structures

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

Thematic contexts for language use

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

Download

AC9LV8U02

apply understanding of grammatical structures and expressions to compose and respond to

•

•

Elaborations

• understanding and applying punctuation in , or adhering to punctuation in , for example, full stops, commas, exclamation marks, brackets, apostrophes, speech marks and marks

• exploring encountered in , for example, bò 'cow' or 'to crawl', ■n 'eat' or 'win', ■■/■■u 'pass the exam' or 'bean', bàn table' or 'discuss', l■i 'benefit' or 'gum', ■á 'k■ck' or 'ice'

• understanding the use of ■■■■c and bi■ for positive and negative meanings, for example, Em ■■■■c ■iê■m tô■t. Em ■■■■c thâ■y cô khen. Em bi■ bê■nh. Cành cây b■ gãy.

• understanding and using to express modality such as nên, câ■n and pha■i , for example, Ca■c em nên ch■m ho■c. Chu■ng ta câ■n không khí ■■ th■, Ho■c sinh pha■i m■■c ■ô■ng phu■c khi ■i ho■c

• using direct and indirect speech , for example, Ba me■ nói v■i tôi: 'Con nên ch■m ho■c' , and Ba me■ ba■o tôi nên ch■m ho■c

• using a range of expressions for indefinite quantities, for example, ha■ng nga■n, triê■u triê■u, vô sô■, ha■ng ha■ sa sô■, biê■t bao nhiêu la■ …

• constructing a range of in affirmative, negative, interrogative and imperative forms for different , for example, Tuy■t v■i!, Nhanh tay lên!, Sao ch■m quá v■y?, L■nh quá ■i!

• differentiating interrogative forms with tag and using them according to , for example, Em thi■ch ■n c■m chiên không? is a yes/no to discover whether the other person likes fried rice and Em thi■ch ■n c■m chiên pha■i không? is a tag to confirm that the other person likes fried rice

• recognising differences in Vietnamese and English responses to negative tag to avoid misinterpretation, for example, in Vietnamese the response to the Em ch■a la■m ba■i tâ■p vê■ nha■ pha■i không? "You haven't done your homework, have you?" would be Da■ pha■i. Em ch■a la■m? "Yes, I haven't", while in English it would be "No, I haven't"

• recognising the and effect of exclamatory as opposed to statements, for example, the statement Hôm nay Lan ■i ho■c s■■m simply states that Lan came to school early today, while the exclamatory Hôm nay Lan ■i ho■c s■■m thê■/v■y! may suggest surprise or irony

Students learn to:

duplicate
apply understanding of grammatical structures and expressions to compose and re

(AC9LV8U02)

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

Analysing

• Interpret concepts and problems

Social management

• Communication

Social management

• Communication

Resources

Work Samples

WS01 - Chuy■n ■i c■m tr■i (Camping trip)

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LV8U02

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

AC9LV8U02

Continuum extract

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

• apply skills to address factors that influence verbal and non-verbal communication

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8U02

Continuum extract

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

• apply skills to address factors that influence verbal and non-verbal communication

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8U02

exploring homonyms encountered in texts, for example, bò 'cow' or 'to crawl', ■n 'eat' or 'win', ■■/■■u 'pass the exam' or 'bean', bàn table' or 'discuss', I■i 'benefit' or 'gum', ■á 'k■ck' or 'ice'

Continuum extract

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

• apply skills to address factors that influence verbal and non-verbal communication

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8U02

understanding the use of ■■■■c and bi■ for positive and negative meanings, for example, Em ■■■■c ■iê■m tô■t. Em ■■■■c thâ■y cô khen. Em bi■ bê■nh. Cành cây b■ gãy.

Continuum extract

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

• apply skills to address factors that influence verbal and non-verbal communication

• demonstrate communication skills in a range of contexts, responding to the enablers of, and

barriers to, effective verbal and non-verbal communication

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8U02

understanding and using verbs to express modality such as nên, câ■n and pha■i , for example, Ca■c em nên ch■m ho■c. Chu■ng ta câ■n không khí ■■ th■, Ho■c sinh pha■i m■■c ■ô■ng phu■c khi ■i ho■c

Continuum extract

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

• apply skills to address factors that influence verbal and non-verbal communication

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8U02

using direct and indirect speech conventions, for example, Ba me■ nói v■i tôi: 'Con nên ch■m ho■c' , and Ba me■ ba■o tôi nên ch■m ho■c

Continuum extract

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

• apply skills to address factors that influence verbal and non-verbal communication

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8U02

using a range of expressions for indefinite quantities, for example, ha■ng nga■n, triê■u triê■u, vô sô■, ha■ng ha■ sa sô■, biê■t bao nhiêu la■ …

Continuum extract

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

• apply skills to address factors that influence verbal and non-verbal communication

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8U02

constructing a range of sentences in affirmative, negative, interrogative and imperative forms for different purposes, for example, Tuy■t v■i!, Nhanh tay lên!, Sao ch■m quá v■y?, L■nh quá ■i!

Continuum extract

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

• apply skills to address factors that influence verbal and non-verbal communication

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8U02

differentiating interrogative forms with tag questions and using them according to context, for example, Em thi■ch ■n c■m chiên không? is a yes/no question to discover whether the other person likes fried rice and Em thi■ch ■n c■m chiên pha■i không? is a tag question to confirm that the other person likes fried rice

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8U02

recognising differences in Vietnamese and English responses to negative tag questions to avoid misinterpretation, for example, in Vietnamese the response to the question Em ch■a la■m ba■i tâ■p vê■ nha■ pha■i không? "You haven't done your homework, have you?" would be Da■ pha■i. Em ch■a la■m? "Yes, I haven't", while in English it would be "No, I haven't"

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8U02

recognising differences in Vietnamese and English responses to negative tag questions to avoid misinterpretation, for example, in Vietnamese the response to the question Em ch■a la■m ba■i tâ■p vê■ nha■ pha■i không? "You haven't done your homework, have you?" would be Da■ pha■i. Em ch■a la■m? "Yes, I haven't", while in English it would be "No, I haven't"

Continuum extract

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV8U02

recognising the purpose and effect of exclamatory sentences as opposed to statements, for example, the statement Hôm nay Lan ■i ho■c s■■m simply states that Lan came to school early today, while the exclamatory sentence Hôm nay Lan ■i ho■c s■■m thê■/v■y! may suggest surprise or irony

Continuum extract

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

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

Resource – WS01 - Chuy■n ■i c■m tr■i (Camping trip)

By the end of Year 8, students initiate and maintain interactions in Vietnamese language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Vietnamese to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary sentence structures, and expressions to create texts.

Students apply the conventions of spoken Vietnamese to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Vietnamese text, using metalanguage. They reflect on how the Vietnamese language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

AC9LV8C05

create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context

AC9LV8U02

apply understanding of grammatical structures and expressions to compose and respond to texts

AC9LV8U03

reflect on similarities and differences between Vietnamese and English and features, using

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Elaborations

• identifying and comparing in Vietnamese and English , for example, use of first-person point of , and descriptive and emotive in personal recounts and diary entries
• extending understanding of to in Vietnamese and English about order, and , for example, Tính t■ luôn ■i sau danh t■.
• exploring the way content is developed in different types of in Vietnamese and English, and how ideas and information are structured, for example, identifying headings, paragraphs, topic , elaborations, topic/idea shifts
• applying their understanding of key features of familiar types of Vietnamese and English to understand unfamiliar content, for example, in print and digital public announcements, commercials, advertisements or itineraries
• examining structural features of a range of informative and imaginative in both Vietnamese and English , for example, identifying elements such as paragraphing or to sequence and link ideas for
• teaching younger students or non-Vietnamese speakers about some key differences between Vietnamese and English , using support resources such as flash cards, diagrams, charts or tables
• comparing spoken and written Vietnamese and English , for example, a spoken and a print advertisement, or an oral conversation and an email, and explaining how mode relates to linguistic structures and features, and how this affects meaning

Students learn to:

reflect on similarities and differences between Vietnamese and English language st■ features, using metalanguage

(AC9LV8U03)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems
Engaging with cultural and linguistic diversity

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

• Interpret concepts and problems
Engaging with cultural and linguistic diversity

• Communicate responsively
Analysing

• Interpret concepts and problems
Engaging with cultural and linguistic diversity

• Communicate responsively
Analysing

• Interpret concepts and problems
Analysing

• Interpret concepts and problems
Analysing

• Interpret concepts and problems
Analysing

• Interpret concepts and problems
Engaging with cultural and linguistic diversity

• Communicate responsively
Analysing

• Interpret concepts and problems
Engaging with cultural and linguistic diversity

• Communicate responsively
Resources
Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems
Content description
AC9LV8U03
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context
Snapshot – Communicate responsively
Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively
Content description
AC9LV8U03
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that
approaches may change depending on the subject or learning area
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necessary for understanding by using approaches and strategies suitable for the context
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context

Snapshot – Communicate responsively

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

Content description

AC9LV8U03

Continuum extract

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their effect on building understanding
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and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding
how language and culture are interrelated or connected

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8U03

extending understanding of metalanguage to communicate in Vietnamese and English about word order,
verbs and adjectives, for example, Tính t■ luôn ■i sau danh t■.

Continuum extract

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Snapshot – Communicate responsively

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

Content description

AC9LV8U03

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Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems
Content description
AC9LV8U03
Continuum extract
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Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems
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Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems
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Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems
Content description
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• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to

context

Snapshot – Communicate responsively

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

Content description

AC9LV8U03

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communicate responsively

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

Content description

AC9LV8U03

Continuum extract

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

AC9LV8U04

reflect on and explain how is shaped by (s), (s), , and

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Elaborations

• identifying Vietnamese and Australian cultural practices, , and presented in diverse situations and , such as in everyday conversations or in television programs, for example, standing up out of respect when an older person enters the room or the eldest person sitting down first
• reflecting on the influence of Vietnamese on own style, for example, discussing whether they modify their style, such as waving a hand instead of arm crossing or head bowing, when in English-speaking
• discussing cultural in that suggest differences in ideas, traditions or , for example, the

importance of respect as seen in the way Vietnamese people greet each other or older people, for example, da■/th■a/ki■nh th■a

• examining, in Vietnamese or English, how First Nations Australians' have strong connections to and how these can be compared with variation across Vietnamese-speaking communities

• comparing cultural elements reflected in use and social norms such as , volume of , and the use of personal space and , in different cultural and

• recognising that some Vietnamese social behaviours may be misinterpreted as a lack of courtesy, for example, smiling instead of saying thank you, or not opening gifts straight away in front of guests

• sharing understandings of what is and of how it relates to and , using statements such as v■n hóa và ngôn ng■ là ■■c ■i■m quan tr■ng nh■t c■a m■t qu■c gia. V■n hóa t■o ra ngôn ng■, ngôn ng■ t■o ra v■n hóa.

Students learn to:

reflect on and explain how identity is shaped by language(s), culture(s), attitudes, b values

(AC9LV8U04)

General capabilities and cross-curriculum priorities

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

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Elaborations

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

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Country/Place

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

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Analysing

• Interpret concepts and problems

Engaging with cultural and linguistic diversity

• Communicate responsively

Reflecting on culture and cultural diversity
• Reflect on the relationship between cultures and identities
Resources
Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems
Content description
AC9LV8U04
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communicate responsively
Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively
Content description
AC9LV8U04
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems
Content description
AC9LV8U04
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communicate responsively
Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively
Content description
AC9LV8U04
Continuum extract
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• select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8U04

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LV8U04

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8U04

discussing cultural cues in communication that suggest differences in ideas, traditions or values,
for example, the importance of respect as seen in the way Vietnamese people greet each other or
address older people, for example, da■/th■a/ki■nh th■a

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that
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Snapshot – Communicate responsively

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

Content description

AC9LV8U04

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8U04

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LV8U04

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8U04

Continuum extract

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

Snapshot – Communicate responsively

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

Content description

AC9LV8U04

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV8U04

sharing understandings of what culture is and of how it relates to language and identity, using statements such as v■n hóa và ngôn ng■ là ■■c ■i■m quan tr■ng nh■t c■a m■t qu■c gia. V■n hóa t■o ra ngôn ng■, ngôn ng■ t■o ra v■n hóa.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
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• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Communicate responsively

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

Content description

AC9LV8U04

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Continuum extract

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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LV8U04

sharing understandings of what culture is and of how it relates to language and identity, using statements such as v■n hóa và ngôn ng■ là ■■c ■i■m quan tr■ng nh■t c■a m■t qu■c gia. V■n hóa t■o ra ngôn ng■, ngôn ng■ t■o ra v■n hóa.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own