

(no-code)

with others using to information in familiar about self and personal worlds

-

Elaborations

- [illegible]

Students learn to:

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

(AC9LH8EC01)

General capabilities and cross-curriculum priorities

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

Speaking and listening

- Interacting

Social management

- Communication

Elaborations

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

Social management

- Communication

Social management

- Communication

Social management

- Communication

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- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Social management

- Communication

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LH8EC01

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH8EC01

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

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Snapshot – Create, communicate and collaborate

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

Content description

AC9LH8EC01

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

AC9LH8EC01

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

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Resource – Hindi language resource

Hindi

Language support resource

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

Introduction

The resource provides suggestions for sequential development in 2 parts:

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

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

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

Language features and structures

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

Thematic contexts for language use

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

Download

AC9LH8EC02

develop to in , routines, tasks and responsibilities related to classroom and interests

- Literacy: Speaking and listening: Interacting**

Content description

AC9LH8EC02

Learning progression extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH8EC02

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

AC9LH8EC02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Communication

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Snapshot – Communication

Personal and Social capability: Social management: Communication

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Personal and Social capability: Social management: Communication

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Snapshot – Communication

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Personal and Social capability: Social management: Communication

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

AC9LH8EC03

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

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-

Elaborations

- participating in real or simulated transactions that involve negotiations, discussion of comparability, value, price and availability, using terms such as **■■■■ ■■ ■■■■, ■■■■■■ ■■, ■■■■ ■■■■ ■■■■**
- making decisions about collaborative projects such as displays or , events or excursions, discussing roles and responsibilities and sharing ideas, for example, **■■■■ ■■■ ■■■■■ ■■ ■■■■■■■■ ■■■ ■■■■■? ■■■ ■■■■■■ ■■ ■■■■■ ■■■ ■■■ ■■■■■ ■■ ■■■■ ■■■■■? ■■■ ■■■ ■■■■ ■■■■■ ■■■**
- contributing to a secure school or class blog with other students learning Hindi, sharing ideas to plan and organise a Hindi cultural day at school, for example, **■■■ ■■■■■■■■ ■■■■ ■■■ ■■■! ■■■■ ■■■ ■■■■ ■■ ■■■■■■■■ ■■■ ■■■■■? ■■■ ■■■ ■■■■ ■■■■■ ■■ ■■■ ■■■■■■**
- planning and participating in that combine and cultural elements, such as an excursion to a Hindi or Indian exhibition, film festival, , restaurant or community event, for example, **■■ ■■ ■■■■■? ■■■ ■■ ■■ ■■ ■■■■ ■■■**
- planning a party menu or picnic, deciding on elements of a **■■■■■** comprised of a selection of their favourite dishes, such as **■■■, ■■■■, ■■■■■**, and discussing individual and shared preferences or dislikes, for example, **■■■■■■■■■,■■■■■■■■■**
- participating in simulated travel scenarios around the school, assuming different roles to ask for and give directions, information and assistance, for example, **■■ ■■ ■■■ ■■■, ■■■■■ ■■■■ ■■■■■ ■■■■■■ ■■■■■ ■■■ ■■ ■■■■**

Students learn to:

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

(AC9LH8EC03)

General capabilities and cross-curriculum priorities

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

Speaking and listening

- Interacting

Social management

- Communication
- Collaboration

Elaborations

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

Social management

- Communication

- Collaboration

Social management

- Communication
- Collaboration

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LH8EC03

Learning progression extract

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

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- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
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- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH8EC03

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

AC9LH8EC03

Continuum extract

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

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

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Snapshot – Create, communicate and collaborate

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

Content description

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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
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Snapshot – Communication

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Personal and Social capability: Social management: Collaboration

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AC9LH8EC03

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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

AC9LH8EC04

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

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Elaborations

- collecting information from print and digital sources on social or environmental issues or events, recording key facts and associated vocabulary for use in their own projects, for example, ■■■■■■■■ ■■■ ■■■■■■■■; ■■■■■■ ■■■■; ■■■■ ■■■ ■■ ■■■■; ■■■■■■ ■■■■■■■■■■ ■■■■
- accessing information from resources such as posters, websites, brochures, videos and books on topics such as family life, healthy lifestyles, leisure, travel or schooling, summarising key points to use for an in-class discussion
- to recordings of phone conversations, announcements or radio interviews, and transcribing key facts or details such as dates, times, events or locations in note form or filling in blanks from a list of options, for example, ■■■■ ■ ■■■ ■■ ■■■■ ■■■ ■■■
- to, or viewing First Nations Australian stories in English and responding to them in spoken or written Hindi
- to popular Hindi songs or viewing music videos, summarising key ideas or messages, and comparing these with songs and music videos that appeal to young people in Australia
- collecting information via surveys or face-to-face conversations with friends and family members on related to social behaviours or trends, such as preferred modes of , for example, ■■■■; ■■■■; ■■■■ ■■■■■■ ■■■■■■; ■■■■■■■■■■, and compiling a summary of findings in a table, diagram or graph
- or viewing imaginative such as fables, folktales, legendary films and re-enacting scenes that illustrate aspects of personalities, events, or key messages
- presenting a simple commentary for an event reported in the media or a sporting match, using appropriate and non-verbal to capture key elements and the , for example, ■■■■■ ■■■■■■■■■ ■■■ ■■■■ ■■■ ■■■ ■■ ■■ ■■ ■■■ ■■■ ■■■ ■■■ ■
- researching and studying the steps of a traditional dance or to present to an , using and exclamations, clapping and , for example, bhangra, dandia
- identifying how customs, traditions and are communicated through visual and performing art, for example, Bollywood movies and television programs such as ■■■■ ■■■■■■

Students learn to:

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

(AC9LH8EC04)

General capabilities and cross-curriculum priorities

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

Navigating intercultural contexts

- Adapt in intercultural exchanges

Reading and viewing

- Understanding texts

Speaking and listening

- Listening

Elaborations

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

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

People

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

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Social management

- Communication

Navigating intercultural contexts

- Adapt in intercultural exchanges

Social management

- Communication

Inquiring

- Identify, process and evaluate information

Navigating intercultural contexts

- Adapt in intercultural exchanges

Inquiring

- Identify, process and evaluate information

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LH8EC04

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

AC9LH8EC04

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

AC9LH8EC04

Learning progression extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9LH8EC04

Continuum extract

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

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

Snapshot – Identify, process and evaluate information

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

Content description

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Snapshot – Identify, process and evaluate information

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

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Snapshot – Identify, process and evaluate information

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

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

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Snapshot – Identify, process and evaluate information

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

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- evaluate the information selected to determine bias and reliability

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH8EC04

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 – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LH8EC04

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

AC9LH8EC04

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

AC9LH8EC04

researching and studying the steps of a traditional dance or performance to present to an audience, using modelled language and exclamations, clapping and gestures, for example, bhangra, dandia

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LH8EC04

researching and studying the steps of a traditional dance or performance to present to an audience, using modelled language and exclamations, clapping and gestures, for example, bhangra, dandia

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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 – Identify, process and evaluate information

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

Content description

AC9LH8EC04

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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

AC9LH8EC05

develop and begin to apply strategies to interpret, and meaning in Hindi in familiar

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-

Elaborations

- translating short community such as public signs, slogans, menu items or announcements from Hindi to English and vice versa, comparing choices made to arrive at the closest equivalent meaning for example, 'Never refuse to re-use!'; 'Don't be trashy - recycle!'; ■■■■ ■■■■ ■■ ■■ ■■■■■, ■■■■■■■■ ■■ ■■■ ■■■■■
- and explaining proverbs or colloquial expressions used with friends or family, for example, ■■■■ ■■

■■■■ ■■■■■■■■; ■■■■ ■■■■ ■■■■ ■■■■ ■■■■ ■■■■, discussing how they would explain these to non-Hindi speakers

- discussing traditional fables and legends, identifying and expressions that reference cultural , history and that may be difficult to into English
- evaluating the effectiveness of print and digital dictionaries and electronic translators, for example, by comparing each other's of a , back-translating or swapping references, considering issues such as alternative or multiple meanings of and the importance of to meaning
- considering the significance of naming practices in Hindi, for example, by translating popular names such as ■■■■, ■■■■, ■■■■, ■■■■, and comparing with naming practices in Australian English
- identifying common formal and informal expressions and such as hand or head movements, explaining the of use and importance of respect in with older people
- identifying instances or situations when mixing Hindi and English in the same can lead to improved mutual understanding, for example, when using English technical terms such as ■■■■ ■■■■ ■■■■
- monitoring their use of Hindi or other and English in different areas of their lives, for example, by keeping a record of what they use each for over a particular day
- creating and contributing to a secure blog, website or a secure online discussion forum that shares examples of challenges associated with translating and

Students learn to:

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

(AC9LH8EC05)

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

Elaborations

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

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Investigating

- Acquire and collate data

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Resources

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LH8EC05

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

AC9LH8EC05

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

discipline-specific words

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LH8EC05

Continuum extract

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

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements

necessary for understanding by using approaches and strategies suitable for the context

- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LH8EC05

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LH8EC05

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LH8EC05

Continuum extract

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

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LH8EC05

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LH8EC05

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 – Acquire and collate data

Digital Literacy: Investigating: Acquire and collate data

Content description

AC9LH8EC05

Continuum extract

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

- collect and access data using a range of digital tools and methods in response to a defined question or problem
- collect and access data from a range of sources, using specialised digital tools in response to problems, and evaluate it for relevance
- collect and evaluate quantitative and qualitative data using specialised digital tools and processes in the context of identified problems

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LH8EC05

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LH8EC05

Continuum extract

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

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LH8EC05

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 – Explore the influence of cultures on interactions

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

Content description

AC9LH8EC05

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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LH8EC05

Continuum extract

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

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

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LH8EC05

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 – Create, communicate and collaborate

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

Content description

AC9LH8EC05

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

Snapshot – Communication

Content description

Continuum extract

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

- AC9LH8EC06**

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1. The first step in the process of creating a new product is to identify a market need. This involves conducting market research to understand the preferences and behaviors of potential customers. Once a need is identified, the next step is to develop a concept that addresses this need. This concept should be unique, feasible, and profitable. The third step is to create a prototype, which is a preliminary model of the product. This allows the company to test the concept and make necessary adjustments. The fourth step is to conduct a feasibility study, which evaluates the technical, financial, and operational aspects of the product. Finally, the company must secure funding to develop and launch the product. This can be achieved through various means, such as venture capital, crowdfunding, or traditional bank loans. Each step is crucial for the success of the new product development process.

- on a First Nations , including what to see and do

- producing signs or and posters to promote sustainability and waste reduction within the school

community, for example, labelling bins and containers, ■■ ■■■■■■■■ ■■■ ■■■■ ■■■■■■, ■■ ■■■■■■■■■■ ■■ ■■■■■■■■ ■■ ■

- designing a menu for their own restaurant with favourite foods and or performing a role play in a group to attend the restaurant and order food, for example, ■■■■ ■■■ ■■■■ ■■ ■■■■■■■■ ■■ ■■■■ ■■■? ■■■ ■■■ ■■■■■ ■■?

- Students learn to:

(AC9LH8EC06)

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

- Create, communicate and collaborate

- Speaking

Writing

- Creating texts

- Creating texts

Elaborations

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

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Country/Place

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

Creating and exchanging

- Create, communicate and collaborate

Social management

- Communication

Social management

- Communication

Futures

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

Systems

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

Generating

- Create possibilities

Social management

- Communication

Social management

- Communication

Social management

- Communication

Creating and exchanging

- Create, communicate and collaborate

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Resources

Snapshot – Create, communicate and collaborate

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

Content description

AC9LH8EC06

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

AC9LH8EC06

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

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

AC9LH8EC06

Learning progression extract

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

Crafting ideas

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

Text forms and features

- uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms)
- includes salient visual and audio features to enhance the text
- intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. "Kokou must be hungry. But he was not [hungry].")
- selects a point of view appropriate to the purpose and audience
- uses figurative devices such as personification and metaphor (e.g. "the fairy lights danced along the street")

Vocabulary

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

Crafting ideas

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

Text forms and features

- uses language features to engage reader (e.g. uses sensory imagery to build atmosphere)
- uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor)

- includes visual and audio resources to evoke mood or atmosphere of text
- varies sentence structure for effect (see Grammar)

Vocabulary

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH8EC06

writing modelled script and learning to type words and sentences in Hindi, incorporating word-processed Devanagari script into a variety of texts, with the Hindi Varnmala chart as support

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

AC9LH8EC06

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 – Create, communicate and collaborate

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

Content description

AC9LH8EC06

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

AC9LH8EC06

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 – Create, communicate and collaborate

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

Content description

AC9LH8EC06

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH8EC06

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

AC9LH8EC06

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- 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

AC9LH8EC06

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

AC9LH8EC06

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

AC9LH8EC06

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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LH8EC06

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- 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

AC9LH8EC06

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 – Reflect on the relationship between cultures and identities

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

Content description

AC9LH8EC06

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

AC9LH8EU01

recognise and use features of the Hindi sound system, including , , , and , and demonstrate understanding of how these are represented in familiar

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Elaborations

- understanding that the Hindi sound system is represented in the by 13 letters classified as (■-■■) and 33 (■-■ and ■■-■■)
- developing phonic awareness by recognising and experimenting with a range of sounds and noticing those that are new and challenging, for example, ■, ■, ■, ■, ■, ■, ■■
- recognising and distinguishing the matra form of and their long and short sounds, such as ■, ■, and practising of sounds in with ■■/■■, ■■/■■
- understanding the formation and of conjunct , for example, ■+■→■■■ in the ■■■■■■
- identifying and practising the discrimination of unaspirated and aspirated sounds, such as ■-■, ■-■
- recognising that Hindi can be pronounced with a nasal quality added to them which is represented by either a (■■■■■■■■■■■■) or (■■■■■■) above the , for example, ■■■■, ■■■■
- understanding how new are constructed in Hindi, for example, English 't' and 'd' sounds are represented as ■ and ■, the replacement of English 'th' sounds by ■ and how English such as short 'a' sounds are replaced by Hindi sounds such as in ■■■■ versus ■■■■
- recognising that there are many different Indian and spoken in India and other regions of the world, such as Hindi, Tamil, Gujarati, Panjabi, Marathi, involving variations in , , and vocabulary

Students learn to:

recognise and use features of the Hindi sound system, including pitch, rhythm, stress and intonation, and demonstrate understanding of how these are represented in familiar

(AC9LH8EU01)

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

Knowing Asia and its diversity

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

Resources

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LH8EU01

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

AC9LH8EU01

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

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Snapshot – Communication

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AC9LH8EU01

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Resource – Hindi language resource

Hindi

Language support resource

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

Introduction

The resource provides suggestions for sequential development in 2 parts:

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

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

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

Language features and structures

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

Thematic contexts for language use

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

Download

AC9LH8EU02

develop knowledge of the and use structures and features of the Hindi grammatical and systems to understand and spoken, written and

-

Elaborations

- and with the Hindi Varnmala chart as support, and using some punctuation such as capital letters, commas and full stops
- learning how the under-dotted **अ, इ, उ, ए, ओ** are used to represent loan sounds from other such as Arabic, English, Persian, Portuguese and Turkish
- recognising and understanding the of half-consonant letters and using them to form and simple , such as, **क, ख, ग**, for example, **कल, खल, गल, कलखल, खलखल, गलगल, कलखलखल, खलखलगल, गलगलगल, कलखलखलगल, खलखलगलखल, गलगलगलखल**
- identifying and using for people, places and objects in singular and forms, for example, **कल, खल, गल, कलखल, खलखल, गलगल, कलखलखल, खलखलगल, गलगलगल, कलखलखलगल, खलखलगलखल, गलगलगलखल**
- learning the structure of declarative and interrogative forms, for example, simple statements and based on models such as **कलखल खलखल गलखल गलखल कलखल खलखल?**
- understanding that change according to gender, number and , for example, **कलखल खलखल गलखल गलखल कलखल खलखल, कलखल खलखल गलखल गलखल, कलखल खल, कलखलखल, कलखल खलखल, कलखल खल, कलखल खलखल, कलखलखल**
- using to describe characteristics or qualities of a person or object, such as nationality, shape or colour, and noticing that they change with gender and number, for example, **कलखल खलखल, कलखल खलखल, कलखल खलखल, कलखल खलखल खल, कलखल खलखल खल**
- using possessive to express ownership, for example, **कलखल खलखल, कलखलखल खलखल**
- using common in , for example, **कलखल-खलखल, कलखल खल, कलखलखल खल**
- using negative forms of and , for example, **कलखल खल खलखल खलखल खलखल खल खल खल खलखल**
- using interrogatives to ask and seek further information, for example, **कल, खल, गल, कलखल, खलखल**
- specifying location, place or direction using such as **कलखल खल, कलखल, कलखल, कल खलखल खल खल खल**
- describing quantities using cardinal numbers, for example, **कल, खल, कलखल, खलखल** and **कलखल खलखलखल, कलखलखल** and ordinal numbers such as **कलखल, कलखलखल**

Students learn to:

develop knowledge of the Devanāgarī script and use structures and features of the
and writing systems to understand and create spoken, written and multimodal texts

(AC9LH8EU02)

General capabilities and cross-curriculum priorities

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

Writing

- Grammar

Social management

- Communication

Elaborations

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

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Resources

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9LH8EU02

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

AC9LH8EU02

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

AC9LH8EU02

reading and writing Devanagari script with the Hindi Varnmala chart as support, and using some punctuation such as capital letters, commas and full stops

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AC9LH8EU03

compare Hindi and features with English, using familiar

-
-

Elaborations

- comparing Hindi and English versions of such as phone conversations, business letters or sports reports, considering whether differences in style or structure reflect differences in cultural or practices
- recognising rules of structure and composition in Hindi and English poetry, for example, identifying patterns of , , and meter in poems by ■■■■■■■■ ■■■■■■■■ ■■■■■■■■ or ■■■■■■■■ ■■■■■■■■
- using in Hindi and/or English such as , , , , to discuss parts of speech, for example, ■■■■ ■■■■■■■■ ■■■■■■■■ ■■■■ ■■ ■■■■■■■■ ■■■■ ■■■■
- recognising differences between the layout and of different Hindi and English and formats, such as ■■■■■■■■-■■■■■■■■ ■■ ■■■■-■■■■■■■■
- identifying similarities and differences between Hindi and English order, punctuation and , for example, Hindi +object+ versus English + +object order and full stops.
- recognising Hindi and expressions used in English and other , such as pyjamas, bungalow, sorbet, avatar, cashmere, juggernaut, yoga, sari, guru, thug, chutney, and researching their origins and comparing original and current meanings
- finding examples of Hindi that are increasingly incorporated into the English and understood by speakers, for example, the familiar, affectionate use of ■■■■ and ■■■■■■■■, ■■■■■■■■

Students learn to:

compare Hindi language structures and features with English, using familiar metalanguage

(AC9LH8EU03)

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

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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

AC9LH8EU03

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

AC9LH8EU03

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

AC9LH8EU03

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Snapshot – Communicate responsively

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

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Communicate responsively

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

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Communicate responsively

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

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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

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Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Communicate responsively

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

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Communicate responsively

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

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Communicate responsively

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

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AC9LH8EU04

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

-
-

Elaborations

- developing an understanding of the relationship between and and in different , for example, discussing the need to apply distinctions such as ■■■ ■■■, ■■■■ ■■■■, ■■■ ■■■■■, or using forms of to show respect or status
- explaining their own ideas regarding and the influences that living in Australia and additional (s) have on their own sense of
- identifying adjustments made when moving between , for example, ways of addressing people or expressing affection or respect and discussing why this is important
- examining, in Hindi or English, how First Nations Australians' have strong connections to and how these can be compared with variation across Hindi-speaking communities
- recognising connections between families and individual , such as that between Hindi and Punjabi, including the practice of adopting and adapting and expressions from each other, for example, the use of Hindi that originated in such as Persian, Arabic and English, such as ■■■■■■■■■■, ■■■■■■■■, ■■■■■■■■, ■■■■■■ borrowed from Urdu, ■■■■■■■■■■ (field in an abstract sense) directly from Sanskrit versus ■■■■ (field as in for farming) from Hindi via Pali/Prakrit, ■■■■■■ via Persian from Portuguese
- connecting the history of Indian migration to Australia with the formation of communities of speakers of Hindi in specific cities and suburbs who identify as 'Indian-Australian' and noticing the resulting regional variations of and the impact of Australian English on the local Hindi community, for example, ' mere naam ram hai '.
- understanding that Indian and Hindi constantly change due to contact with other and and in response to developments in , marketing, popular and technology, for example, through the adoption

and adaptation of new and 'Hinglish' expressions such as Auntyji, Uncleji, filmi, jungli, timepass, Life Ho TohAisi

- participating in a range of real or simulated cultural experiences such as eating at an Indian restaurant, going to a festival or attending a celebration, and reflecting on new learnings and interesting observations
- appreciating the rich cultural and linguistic of Indian society, such as regional specialties, dress, art, festivals, for example, salwar-kameez, sari, Holi, Diwali, chole-bhature, dal-chawal, kalamkari, bandhani, and how these represent cultural and expressions of
- examining how choice of reflects different feelings, relationships and cultural aspects, for example, the respectful of devotional such as ■■■■, ■■■■■, compared with the exuberance, humour and colour of Bollywood productions

Students learn to:

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

(AC9LH8EU04)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social awareness

- Empathy

Elaborations

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social awareness

- Empathy

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Social awareness

- Empathy

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Social awareness

- Empathy

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.

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social awareness

- Empathy

Knowing Asia and its diversity

- People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.
- The interrelationships between people and the diverse environments and systems across the Asia region have global implications.

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social awareness

- Empathy

Growing Asia-Australia engagement

- Australia and Asia are interdependent through a range of historical and contemporary connections.

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social awareness

- Empathy

Knowing Asia and its diversity

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

Engaging with cultural and linguistic diversity

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Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social awareness

- Empathy

Resources

Snapshot – Develop multiple perspectives

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

Content description

AC9LH8EU04

Continuum extract

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

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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LH8EU04

Continuum extract

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

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

identities, including their own

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LH8EU04

Continuum extract

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

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

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LH8EU04

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Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LH8EU04

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Snapshot – Develop multiple perspectives

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

Content description

AC9LH8EU04

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Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

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Snapshot – Develop multiple perspectives

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

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Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

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Snapshot – Reflect on the relationship between cultures and identities

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

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AC9LH8EU04

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Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

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Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9LH8EU04

connecting the history of Indian migration to Australia with the formation of communities of speakers of Hindi in specific cities and suburbs who identify as 'Indian-Australian' and noticing the resulting regional variations of language and the impact of Australian English on the local Hindi community, for example, 'mere naam ram hai'.

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Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9LH8EU04

connecting the history of Indian migration to Australia with the formation of communities of speakers of Hindi in specific cities and suburbs who identify as 'Indian-Australian' and noticing the resulting regional variations of language and the impact of Australian English on the local Hindi community, for example, 'mere naam ram hai'.

Continuum extract

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

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

Snapshot – 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

AC9LH8EU04

understanding that Indian culture and Hindi language constantly change due to contact with other cultures and languages and in response to developments in communications, marketing, popular culture and technology, for example, through the adoption and adaptation of new words and 'Hinglish' expressions such as Auntyji, Uncleji, filmi, jungli, timepass, Life Ho Toh Aisi

Continuum extract

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

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

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

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Snapshot – Develop multiple perspectives

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

Content description

AC9LH8EU04

Continuum extract

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

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

Snapshot – Reflect on the relationship between cultures and identities

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Snapshot – Develop multiple perspectives

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

Content description

AC9LH8EU04

appreciating the rich cultural and linguistic diversity of Indian society, such as regional specialties, dress, art, festivals, for example, salwar-kameez, sari, Holi, Diwali, chole-bhature, dal-chawal, kalamkari, bandhani , and how these represent cultural diversity and expressions of identity

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Personal and Social capability: Social awareness: Empathy

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