

Levels 7 and 8

Levels 9 and 10

Communicating	
Socialising	
Initiate and sustain interactions with peers and known adults on topics and issues related to social activities and personal interests	Initiate, sustain and extend interactions with peers and adults, exploring own and peers' perspectives on youth culture, future aspirations and social experiences
Engage in collaborative tasks and transactions in real or simulated contexts that involve solving problems and making decisions	Participate in a range of collaborative activities that involve transactions and require negotiation and management of different opinions or behaviours
Interact in classroom activities and discussions through asking and responding to open-ended questions, and offering and justifying opinions	Extend classroom interactions by offering, elaborating on, justifying and eliciting opinions and ideas
Informing	
Locate, analyse and compare information relating to topics of shared interest or other learning areas from a range of print, visual, digital and online sources	Locate, synthesise, interpret and evaluate information and opinions from different perspectives relating to social issues and other areas of interest to teenagers
Convey information and ideas on different topics or events, describing and comparing views, experiences and aspects of culture, using different modes of presentation for particular audiences and contexts	Convey information, ideas and viewpoints from different perspectives, selecting appropriate modes of presentation to achieve specific purposes for particular audiences in relevant contexts
Creating	
Respond to different types of imaginative texts by explaining themes, messages and plot, and commenting on characters and events	Explore a range of traditional and contemporary forms of art, literature and entertainment, by analysing values, purposes and language techniques, and discussing issues and themes
Create and present a range of texts, including multimodal and digital texts, involving imagined places, events, people and experiences, to entertain others	Create a range of imaginative texts in different formats, including multimodal and digital formats, for a range of audiences, contexts and purposes
Translating	
Translate and interpret texts, compare own translation of a range of texts with others', and explore differences and strategies to overcome challenges in translation	Translate and interpret texts for different audiences and contexts, and explore how cultural concepts, values and beliefs are represented differently in Vietnamese and English
Produce bilingual texts in multimodal and digital forms for the school and wider community, and provide subtitles, commentaries or glossaries of cultural terms in either language to assist meaning	Create bilingual texts in multimodal forms, including digital, that reflect aspects of culture and language for a variety of Vietnamese and Australian audiences
Reflecting	
Reflect on cultural differences between Vietnamese and English communicative styles, discussing how and why they modify language for different cultural perspectives	Reflect on how meanings vary according to cultural assumptions that Vietnamese and English speakers bring to interactions, and take responsibility for contributing to mutual understanding
Reflect on how and why being a learner of Vietnamese contributes to their sense of identity	Reflect on own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving
Understanding	
Systems of language	
Apply Vietnamese pronunciation, spelling and intonation patterns in a range of sentences such as statements, questions and exclamations	Understand the role of pronunciation, pauses, pace, intonation, fluency and appropriate writing conventions in effective communication and apply this knowledge to own interactions
Understand and use elements of Vietnamese grammar to organise and elaborate on ideas and opinions, such as direct/indirect speech and verbs to express modality	Understand and use compound sentence structures, conjunctions, and a range of language features, such as similes or rhetorical questions, and combine them with knowledge of Sino-Vietnamese words and abstract vocabulary to enhance communication and achieve particular effects
Expand understanding of how different types of texts are structured and employ particular language features to suit different audiences, contexts and purposes	Understand the relationship between purpose, audience, context, linguistic features, and textual and cultural elements associated with different types of personal, reflective, informative and persuasive texts
Language variation and change	
Understand how language use differs between spoken and written texts, and depends on participants, relationships and the purpose and mode of delivery	Analyse and explain how and why language use varies according to cultural contexts, relationships and purposes
Explore the impact on language of social, cultural and intercultural influences such as globalisation and new technologies	Analyse the impact of media, technology, globalisation, migration and popular culture on Vietnamese language use in Vietnam and overseas
Role of language and culture	
Analyse the ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures	Understand the reciprocal relationship between language, culture and communication and how this relationship impacts on attitudes and beliefs
Achievement Standard	
<p>By the end of Level 8, students use spoken and written Vietnamese to initiate and sustain interactions with peers, teachers, family members and other known adults, and to engage in transactions and exchange ideas and experiences. They ask and respond to open-ended questions such as <i>Bạn nghĩ sao về vấn đề này? Tại sao bạn nghĩ như vậy?</i>, and offer and justify their own opinions. They make enquiries (for example, <i>Mẹ định tổ chức sinh nhật con như thế nào?</i>) and suggestions (for example, <i>Chúng mình tham gia biểu diễn văn nghệ trong trường đi!</i>), to solve problems, make decisions and organise events and services. They use verbs such as <i>nên</i>, <i>cần</i> and <i>phải</i> to give advice or express their attitudes on topics of discussion. They make comparisons and state preferences using <i>bằng</i>, <i>hơn</i> and <i>nhất</i>. They rephrase statements or provide examples to clarify meaning, and elaborate on or justify ideas. When interacting, they use appropriate Vietnamese pronunciation and intonation patterns in a range of sentence structures. Students locate, analyse and compare information on topics of shared interest from a variety of texts, and convey information and ideas using modes of presentation selected to suit their audience and purpose. They share their responses to different imaginative texts by expressing opinions about the ways characters and events are represented and by explaining themes, messages and the storyline. They create texts with imaginary places, events, people and experiences in a range of forms, using direct speech (for example, <i>Ba mẹ nói với tôi: 'Con nên chăm học'</i>), and indirect speech (for example, <i>Ba mẹ bảo tôi nên chăm học</i>). They manipulate a range of structures to express their own perspectives on experiences, events and issues. They use a variety of sentence types (affirmative, negative, interrogative, imperative and exclamatory) to express attitudes, opinions or emotions. They translate texts from Vietnamese into English and vice versa, using simple strategies to overcome challenges, and compare their versions with others'. They produce multimodal bilingual resources for the school and the wider community, providing annotations and commentaries to assist meaning. They reflect on the importance of language and behaviour in intercultural communication and how being a learner of Vietnamese contributes to their own sense of identity.</p> <p>Students analyse the use of punctuation and tone markers in different sentence types, including affirmative (for example, <i>Em ăn cơm</i>), negative (for example, <i>Em không ăn cơm</i>), interrogative (for example, <i>Em ăn cơm không?</i>), imperative (for example, <i>Ăn cơm đi!</i>) and exclamatory, for example, <i>Em ăn nhiều cơm quá!</i> They identify the meaning of Vietnamese homonyms (for example, <i>hay</i> may mean 'usually' or 'interesting') depending on the context. They analyse the structure and linguistic features of different types of texts and explain how these features are influenced by each text's context, audience and purpose. They identify variations in language use between written and spoken texts and explain how language choices depend on the participants, relationships and purpose of the exchange. They identify the impact of social, cultural and intercultural influences on language, and use and explain Vietnamese words that have emerged through contact with other languages (for example, <i>cà rốt</i>, <i>cà phê</i>, <i>cần-tin</i>), and from globalisation and technological advances, such as <i>toàn cầu hóa</i>, <i>công nghệ thông tin</i>, <i>nhật ký điện tử</i>, <i>nói chuyện qua mạng</i>. They explain how cultural ideas and perspectives are embedded in language use and communication styles, for example, the importance of politeness and respect in Vietnamese language and culture.</p>	<p>By the end of Level 10, students use spoken and written Vietnamese to initiate, sustain and extend interactions with peers, teachers and others in a range of contexts and for a range of purposes, such as to explore peers' perspectives on youth culture and personal experiences. They use language spontaneously in the classroom, offering and justifying their own opinions and ideas and eliciting those of others. They negotiate with others to complete shared tasks and transactions, using evaluative language, for example, <i>Ý kiến của bạn rất mới lạ/hợp thời. Bạn nói có lý nhưng tôi nghĩ rằng ...</i>, to acknowledge others' opinions and to challenge and manage alternative views. They use transitional sentences, such as <i>Hay là mình thử làm thế này xem sao. Còn vấn đề bảo vệ môi trường thì sao?</i>, to manage shifts of topic and speaker. They speak fluently, pausing where appropriate, and use stress in extended sentences to enhance communication. Students gather, synthesise and evaluate information and opinions from different perspectives and create original texts for diverse audiences and purposes in a range of contexts. They respond to a range of imaginative texts by analysing their purpose and language techniques, forming their own position on the issues, themes and values addressed. They create a range of imaginative texts to express a variety of perspectives and values in modes of presentation selected to suit audience, purpose and context. They combine knowledge of Sino-Vietnamese words and abstract vocabulary with stylistic devices to enhance expression, create particular effects and influence others, for example, through repetition (for example, <i>đi nhanh, nói nhanh, ăn nhanh</i>), similes (for example, <i>mắt sáng như sao</i>), personification (for example, <i>lá sầu</i>), onomatopoeia (for example, <i>ào, rì rào, ùng</i>), and rhetorical questions, for example, <i>Chẳng lẽ mình là người Việt mà lại không biết nói tiếng Việt?</i> They adjust their own language use when addressing a different audience or in a different context, for example, shifting from an informal to a respectful tone, and from simple to sophisticated vocabulary or structures. They convert informal everyday speech (for example, <i>ai cũng biết hết</i>) into formal register (for example, <i>như quý vị đã biết</i>), as appropriate. Students use conjunctions, such as <i>trước tiên</i>, <i>sau cùng</i>, <i>ngoài ra</i>, <i>hơn nữa</i>, <i>do đó</i>, <i>càng ... càng</i>, <i>vừa ... vừa</i>, <i>chẳng những ... mà còn</i>, <i>nếu...thì</i>, <i>tuy... nhưng</i>, <i>vi...cho nên</i>, to sequence and connect ideas in texts, and apply accurate spelling to enhance communication. They translate and interpret texts and create bilingual resources for Vietnamese and English-speaking audiences, explaining how cultural concepts, values and beliefs are embedded in language. They compare views on the relationship between cultural identity and communication, question cultural assumptions, and modify language and behaviours in intercultural interactions as appropriate.</p> <p>Students explain how pronunciation, intonation, pace and rhythm in spoken Vietnamese can express different emotions, for example, <i>Con thích cái áo mà mẹ tặng cho con hôm sinh nhật vừa rồi</i>, and signal clause boundaries and emphasis. They explain why Sino-Vietnamese words are used in formal contexts, for example, <i>hội phụ nữ</i> (not <i>hội đàn bà</i>) and <i>viện dưỡng lão</i> (not <i>nhà người già</i>). They analyse a range of personal, informative, reflective and persuasive texts and explain the relationship between context, purpose, audience, linguistic features and textual and cultural elements. They analyse how language use varies according to cultural contexts, relationships and purposes, explaining why they adjust their vocabulary and level of politeness and formality in intercultural interactions. They explain the impact of media, technology, globalisation, migration and popular culture on Vietnamese language use in both Australia and Vietnam. They explain the reciprocal nature of the relationship between language, culture and communication, identifying its impact on attitudes and beliefs.</p>