

## Vietnamese Year 10 Course Overview – Year A 2020

This overview was developed to cater to the majority cohort of learners: R-10 sequence

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
<b>Module 1:</b>	<b>Module2:</b>	<b>Module3:</b>	<b>Module4:</b>
<b>THINK OUTSIDE OF THE BOX</b>	<b>GENERATION GAP</b>	<b>SOCIAL ISSUES</b>	<b>A COMMUNITY GARDEN</b>
<p><b>KEY QUESTION:</b> Are we who people think we are?</p> <p><b>KEY CONCEPTS:</b> Identity, characterization, representation</p> <p><b>KEY PROCESSES:</b> Presenting, comparing, interpreting, discussing, applying</p>	<p><b>KEY QUESTION:</b> How big is the generation gap?</p> <p><b>KEY CONCEPTS:</b> Generation, perspective, change</p> <p><b>KEY PROCESSES:</b> Exchanging, responding, discussing</p>	<p><b>KEY QUESTION:</b> Do all youth face the same social issues?</p> <p><b>KEY CONCEPTS:</b> Experience, youth culture, globalisation</p> <p><b>KEY PROCESSES:</b> Exchanging, responding, discussing</p>	<p><b>KEY QUESTION:</b> Why do we need a community garden?</p> <p><b>KEY CONCEPTS:</b> Lifestyle, migration, togetherness, community, adaptation</p> <p><b>KEY PROCESSES:</b> Exchanging, discussing, responding, analysing</p>
<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>
<p><b>SOCIALISING</b> Initiate, sustain and extend interactions with peers and adults, exploring own and peers' perspectives on youth culture, future aspirations and social experiences</p> <p><b>INFORMING</b> Convey information, ideas and viewpoints from different perspectives, selecting appropriate modes of presentation to achieve</p>	<p><b>SOCIALISING</b> Initiate and sustain face-to-face and online interactions with peers and adults to share personal opinions, and compare ideas and experiences on familiar topics such as friendship, leisure activities, teenage life and special events</p> <p><b>INFORMING</b> Convey information, ideas and viewpoints from different perspectives, selecting appropriate</p>	<p><b>SOCIALISING</b> Extend classroom interactions by offering, elaborating on, justifying and eliciting opinions and ideas</p> <p><b>INFORMING</b> Locate, synthesise, interpret and evaluate information and opinions from different perspectives relating to social issues and other areas of interest to teenagers</p>	<p><b>SOCIALISING</b> Participate in a range of collaborative activities that involve transactions and require negotiation and management of different opinions or behaviours</p> <p><b>INFORMING</b> Convey information, ideas and viewpoints from different perspectives, selecting appropriate modes of presentation to achieve</p>

<p>specific purposes for particular audiences in relevant contexts</p> <p><b>CREATING</b> Create a range of imaginative texts in different formats, including multimodal and digital formats, for a range of audiences, contexts and purposes</p> <p><b>REFLECTING</b> Reflect on own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving</p> <p><b>SYSTEMS OF LANGUAGE</b> Understand the role of pronunciation, pauses, pace, intonation, fluency and appropriate writing conventions in effective communication and apply this knowledge to own interactions</p>	<p>modes of presentation to achieve specific purposes for particular audiences in relevant contexts</p> <p><b>REFLECTING</b> 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</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Identify and analyse linguistic features of Vietnamese that vary according to purpose and relationships</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Understand the reciprocal relationship between language, culture and communication and how this relationship impacts on attitudes and beliefs</p>	<p><b>TRANSLATING</b> Translate and interpret texts for different audiences and contexts, and explore how cultural concepts, values and beliefs are represented differently in Vietnamese Language and English</p> <p><b>REFLECTING</b> Reflect on own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving</p> <p><b>SYSTEMS OF LANGUAGE</b> 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</p>	<p>specific purposes for particular audiences in relevant contexts</p> <p><b>CREATING</b> 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</p> <p><b>REFLECTING</b> Reflect on own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving</p> <p><b>SYSTEMS OF LANGUAGE</b> Understand the role of pronunciation, pauses, pace, intonation, fluency and appropriate writing conventions in effective communication and apply this knowledge to own interactions</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Analyse and explain how and why language use varies according to cultural contexts, relationships and purposes</p>
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## Vietnamese Years 9-10 Achievement Standard

By the end of Year 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, *Ý kiến của bạn rất mới lạ/hợp thời. Bạn nói có lý nhưng tôi nghĩ rằng ...*, to acknowledge others' opinions and to challenge and manage alternative views. They use transitional sentences, such as *Hay là mình thử làm thế này xem sao. Còn vấn đề bảo vệ môi trường thì sao?*, 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, *đi nhanh, nói nhanh, ăn nhanh*), similes (for example, *mắt sáng như sao*), personification (for example, *lá sầu*), onomatopoeia (for example, *ào, rì rào, đùng*), and rhetorical questions, for example, *Chẳng lẽ mình là người Việt mà lại không biết nói tiếng Việt?* 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, *ai cũng biết hết*) into formal register (for example, *như quý vị đã biết*), as appropriate. Students use conjunctions, such as *trước tiên, sau cùng, ngoài ra, hơn nữa, do đó, càng ... càng, vừa ... vừa, chẳng những ... mà còn, nếu...thì, tuy... nhưng, vì...cho nên*, 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 communication, identifying its impact on attitudes and beliefs.

**Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.**

Updated 19/12/2019