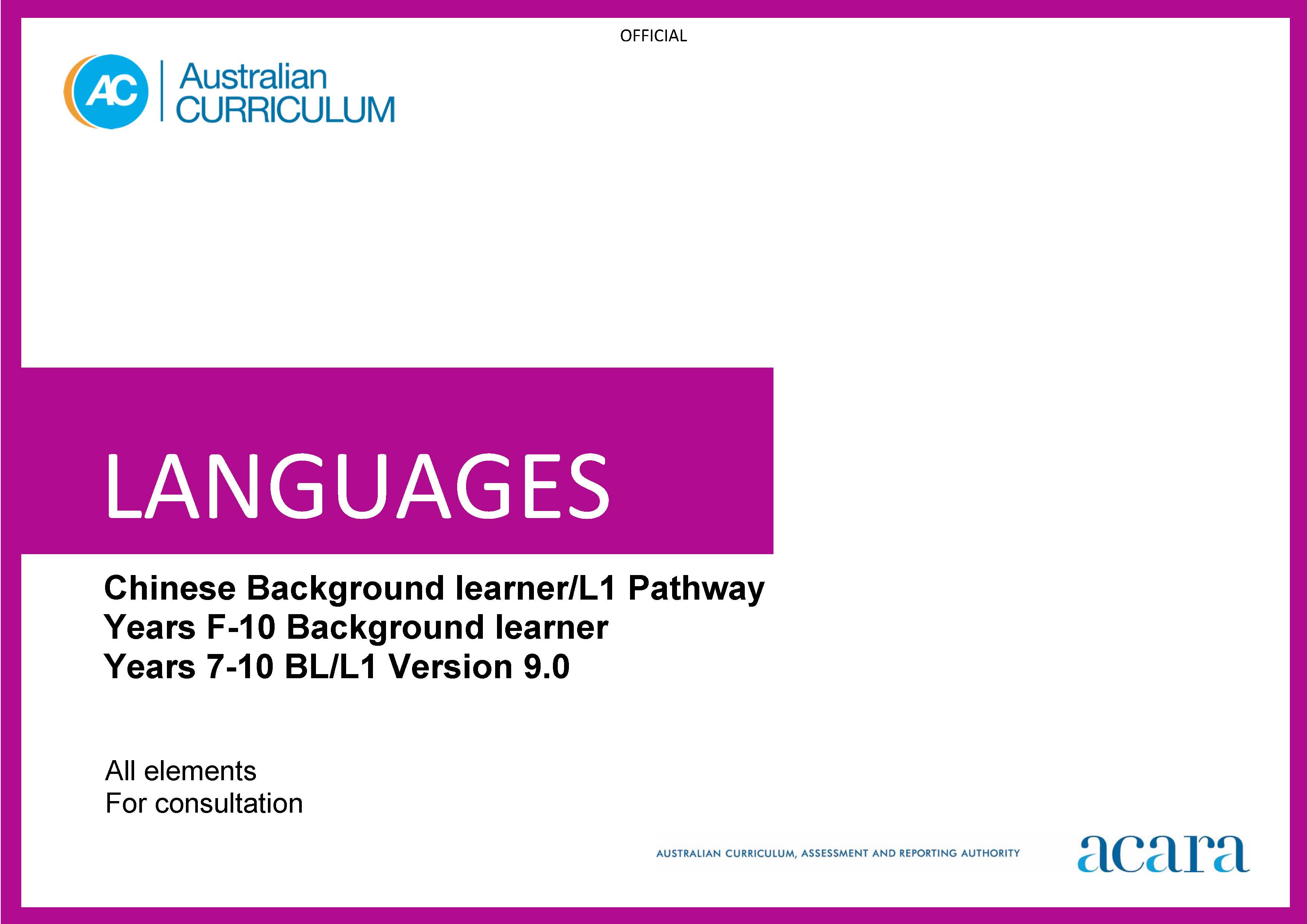
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F–10 AUSTRALIAN CURRICULUM: LANGUAGES – CHINESE

ABOUT THE LEARNING AREA

Introduction

The Australian Curriculum: Languages has been developed to give all students the opportunity to engage in learning a language in addition to English. The design of the Languages curriculum recognises features that all languages share as well as the distinctiveness of each language.

Languages includes language-specific curricula for world languages and a Framework for Aboriginal Languages and Torres Strait Islander Languages.

Learners of languages in Australia comprise 3 major groups:

1. **Second-language learners:** Second-language learners are introduced to learning the target language at school as an additional, new language. The first language used before they start school (and/or the language used at home) is not the language being learnt.
2. **Background-language learners:** Background-language learners may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of, and proficiency in, the language being learnt. These learners have a base for literacy development in the language.
3. **First-language learners:** First-language learners are learners who use, and/or identify with, the language as their mother tongue; learners use the language for primary socialisation and/or education and/or literacy development.

Rationale

Communication is a human imperative. Irrespective of which language, communication involves interaction to convey meaning as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Learning a language(s) broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability solely in English can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.

Learning language(s) develops learners’:

* communication skills
* literacy skills in their first and additional languages
* intercultural capabilities
* understanding of, and respect for, diversity and difference, and an openness to different experiences and perspectives
* understanding and appreciation of how culture shapes world views and extends their understanding of themselves, their own heritage, values, culture and identity
* critical and creative thinking.

Learning a language provides opportunities for the community to engage socially, culturally and economically in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

For First Nations Australian students, learning their own languages is crucial to overall learning and achievement to develop a sense of identity and recognition, and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. Ongoing and necessary reclamation and revitalisation of these languages contribute to reconciliation.

Aims

The 3 interrelated aims of Languages are to develop knowledge, understanding and skills to ensure students:

* develop linguistic competence
* understand language and culture, and their relationship, and thereby develop an intercultural capability in communication
* understand themselves as communicators.

Structure

Languages is presented in 2 sequences that offer different entry points into language learning; from Foundation to Year 10 or Year 7 to Year 10.

The Foundation to Year 10 sequence is presented in bands of 2-year levels after the Foundation year. The Years 7 to 10 sequence is presented in bands of 2-year levels; Years 7 and 8, and Years 9 and 10.

Content in Languages is organised under 2 interrelated strands, each with a number of sub-strands. The strands and sub-strands are presented in Figure 1.

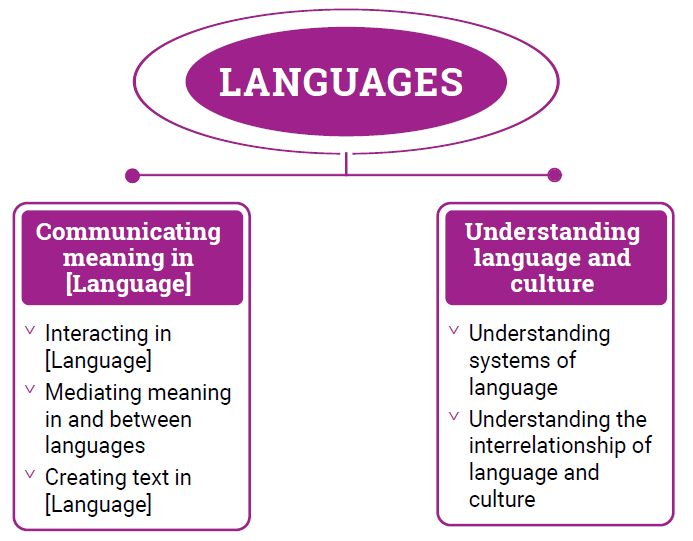


Figure 1: Languages content structure

**Strand: Communicating meaning in [Language]**

This involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

**Interacting in [Language]**

Exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

**Mediating meaning in and between languages**

Obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts; moving between languages and cultures non-verbally, orally and in writing, recognising different interpretations.

**Creating text in [Language]**

Creating a range of spoken, written and multimodal texts for specific contexts, purposes and audiences.

**Strand: Understanding language and culture**

This involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

**Understanding systems of language**

Understanding the linguistic features of the language, including sound, writing, grammatical and textual conventions.

**Understanding the interrelationship of language and culture**

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

Key considerations

**Flexible entry points to F–10 and Years 7–10 sequences**

Languages provides 2 learning sequences to cater for different entry points into language learning. The curriculum recognises that these 2 sequences do not necessarily represent the variety of entry points into the curriculum. Teachers can use the sequences flexibly to meet the needs of their students in their teaching and learning contexts.

**Use of English**

Students should use the target language to communicate whenever possible in classroom, local or digital environments. The use of English provides opportunities for students to reflect on, explore and discuss ideas, and use metalanguage to talk about and compare languages and cultures.

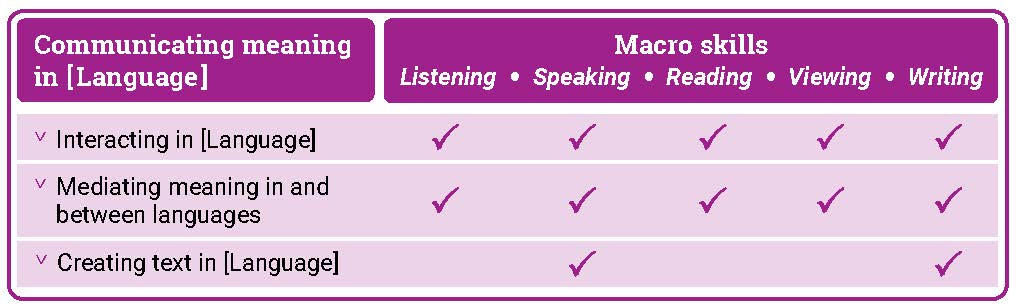
**Macro skills**

The macro skills of listening, speaking, reading, viewing and writing – also known as language modes – are interrelated. The learning of one often supports and extends the learning of others. To acknowledge these interrelationships, content in Languages incorporates these macro skills in an integrated and interdependent way.

Teaching and learning contexts will necessarily draw from more than one of these skills to support students’ effective learning. For example, students will learn new vocabulary, such as words, phrases and expressions, through listening, reading and viewing. They will apply their knowledge and understanding in their speaking and writing, as well as in their comprehension of spoken, visual, written and multimodal texts.

The macro skills are aligned most strongly to the Communicating meaning in [Language] strand, and are implicit in the content of the sub-strands and across the content descriptions, as shown in Table 1.

Table 1: The relationship between macro skills and the Communicating meaning in [Language] strand



**Texts**

Texts can be spoken, written, visual, multimodal, and in print and digital/online forms. Multimodal texts combine language with other means of communication such as visual images and audio or spoken words in film or digital media. Texts include all forms of augmentative and alternative communication; for example, gesture, signing, real objects, photographs, pictographs and pictograms. Texts provide important opportunities for learning about aspects of students’ experiences of languages and cultures. Many of the tasks that students undertake in and out of school involve understanding and producing informative and imaginative texts in everyday and workplace contexts.

Teachers are best placed to guide the selection of materials for students to listen to, read, view, write and create. They provide purposeful activities that can be organised around these materials to meet the needs of the students in their classes.

**Protocols for engaging First Nations Australians**

When planning teaching activities involving engagement with First Nations Australians, teachers should follow protocols that describe principles, procedures and behaviours for recognising and respecting First Nations Australians and their intellectual property. Teachers should use approved resources such as those that may be provided by their state or territory school system, First Nations Australians education consultative groups or other protocols accredited by First Nations Australians.

While the Australian Curriculum uses the terms ‘First Nations Australians’ and ‘Australian First Nations Peoples’, there may be other terms that First Nations Australians of a particular area or location prefer. It is important to use the terms preferred in a particular area or location.

**Meeting the needs of diverse learners**

The Australian Curriculum values diversity by providing for multiple means of representation, action, expression and engagement, and allows schools the flexibility to respond to the diversity of learners within their community. All schools have a responsibility when implementing the Australian Curriculum to ensure that students’ learning is inclusive, and relevant to their experiences, abilities and talents.

For some students with diverse languages, cultures, abilities and talents it may be necessary to provide a range of curriculum adjustments so they can access age-equivalent content in Languages and participate in learning on the same basis as their peers.

The study of languages is important in the multilingual societies and the global economy in which we live. Students with diverse identities, languages, cultures, abilities and talents benefit from the study of languages when an appropriate learning environment is provided.

Languages is intended for all students, and it is recognised that some students may require adjustments to support how they see, hear, and/or process language. Students may require access to a wide range of approaches and resources including, and not limited to:

* multi-sensory visual, auditory, tactile, and/or kinesthetic experiences and resources
* simultaneous learning channels such as combinations of listening, speaking, reading, viewing and writing resources to teach a language concept
* resources such as picture cues for words or hand and mouth movements to illustrate a sound, or colour-coding to illustrate gender or subject/verb agreements
* modified equipment and tools
* multilingual labels, signs and posters around the classroom
* devices, mnemonics, rhythms and rhymes to reinforce vocabulary, expressions and features
* peer-assisted learning
* open-ended tasks that provide flexibility and can be completed at different levels of complexity
* challenging individual and group extension activities.

Key connections

**General capabilities**

General capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. General capabilities support and deepen student engagement with learning area content and are best developed within the context of learning areas.

Opportunities to develop general capabilities in learning area content vary. In addition to Literacy and Numeracy, which are fundamental to all learning areas, the general capabilities of most relevance and application to Languages are Intercultural Understanding, Critical and Creative Thinking, Personal and Social capability, and Digital Literacy. These general capabilities are identified in content descriptions when they are developed or applied through the Languages content. They are also identified in content elaborations when they offer opportunities to add depth and richness to student learning.

**Literacy**

Languages develops students’ ability to listen to, read, view, create, and perform a range of spoken, written and multimodal texts in the target language. It provides opportunities for students to move between the target language and English to analyse, interpret and reflect on texts. Students enhance and extend their knowledge and understanding of English literacy, and use their knowledge of English literacy to support their learning in the target language. They develop increasing fluency in the second or additional language. They also develop the ability to reflect on and discuss their understanding of language as a system, using the metalanguage of English.

Learning an additional language(s) and English is mutually beneficial to literacy development. This is reflected in the links between language learning and the National Literacy Learning Progression (NLLP) in Languages. Content is linked to the expected level of literacy development that students, typically, would have achieved at each year/band of years. For example, students in Year 8 are likely to be operating at Level 6 in the Speaking sub-element of the NLLP. These students may not be operating at Level 6 Speaking in a second or additional language(s). However, the teacher can make connections and draw on students’ English literacy skills to support their learning of the second or additional language(s).

**Intercultural Understanding**

The Intercultural Understanding capability is core to Languages. In learning a second or additional language, students develop an appreciation of languages, cultures and beliefs including their own. Students learn about the strong interrelationships between languages and cultures and how these shape identity. They develop and apply intercultural understanding to value and respect diverse ways of communicating, thinking and behaving. They recognise how these are reflected in social and cultural practices, and language use. Students develop connections with communities and cultures, become aware of similarities and differences, and cultivate mutual respect. The Intercultural Understanding capability assists students to navigate and reflect on language use, perspectives and behaviours.

**Critical and Creative Thinking**

Languages develops students’ ability to think logically, critically and creatively. It provides opportunities for students to inquire, generate, analyse and reflect on a range of information, ideas and perspectives in spoken and written texts. Students learn how to analyse texts and interpret how the language of texts conveys meaning. They reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

**Personal and Social capability**

Languages enhances students’ personal and social capability. Through the Communicating meaning in [Language] strand, students develop a range of interpersonal skills essential to effective communication, such as decision-making, negotiation, and collaboration. Content in both the Communicating meaning in [Language] and Understanding language and culture strands encourages students to develop an appreciation of diverse cultures and perspectives, and recognise how these influence identity, including their own.

**Digital Literacy**

Languages develops students’ digital literacy capability as they use a range of digital tools to access and create information, ideas and perspectives in multimodal texts. Students develop understanding of how they can use digital tools to access diverse language-speaking communities and authentic texts. They evaluate and analyse information in digital formats and develop understanding of their intended context, purpose and audience.

**Numeracy**

Languages develops students’ numeracy capability as they communicate in real or simulated real-life situations. Students use number in the target language to share information (time, directions, etc.) and understand how these might be represented in diverse languages and cultures. They use aspects of measurement in the language of transaction when using money, and units of measurement in the number, volume and weight of items. Students use number patterns and algebraic thinking when they recognise and apply the patterns of grammatical and syntactical rules to respond to and create text.

**Cross-curriculum priorities**

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects national, regional and global contexts. Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply cross-curriculum priorities to learning area content vary. All 3 cross-curriculum priorities have some relevance and meaning to the Languages curriculum.

**Aboriginal and Torres Strait Islander Histories and Cultures**

Languages recognises the interrelationship of languages and cultures. Languages together with the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority enable students to develop knowledge and understanding by engaging students with the languages and cultures of First Nations Australians. Students can make interlinguistic and intercultural connections across languages with First Nations Australian languages and their cultural expression. They develop understanding of concepts related to the diverse linguistic landscape of Australia.

The Framework for Aboriginal Languages and Torres Strait Islander Languages provides opportunities for all students to learn languages of First Nations Australians. Each language is recognised as belonging to a group of people who are its custodians. Schools must seek advice and consent from the custodians when developing language-specific curricula and planning language programs.

**Asia and Australia’s Engagement with Asia**

Languages provides learning opportunities in combination with the Asia and Australia’s Engagement with Asia cross-curriculum priority. Students develop knowledge and understanding by engaging with the languages and cultures of Asia, and people of Asian heritage.

Languages enables students to learn languages of the Asian region and to communicate, interact and explore concepts, experiences and perspectives from within and across Asian cultures. Students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, and histories and economies. They learn how national linguistic and cultural identities continuously evolve in local, regional and international contexts.

**Sustainability**

Languages provides students with opportunities to develop the world views necessary to contribute to a sustainable future by reflecting on how they interpret and engage with the world and its peoples. The learning contexts in which students develop their language learning provide opportunities for them to explore actions to improve sustainability in local, national and global communities.

When learning a second or additional language, students develop understanding of diverse attitudes, beliefs and values, and ways of thinking and being. They learn that sustainability is relevant to the dynamic nature of language and its continuous changes and variations over time and place. They develop understanding that sometimes, due to globalisation, societal and political influences, languages may become vulnerable and at risk of losing their uniqueness or usage. Students consider the value of sustaining language knowledge and use, and reflect on its important connection to cultural expression.

**Learning areas**

Languages provides opportunities to integrate and connect content to other learning areas; in particular, English, Humanities and Social Sciences and The Arts.

**Languages and English**

Languages and English support students’ literacy development. Both learning areas share the focus for students to interact with others and create spoken, written and multimodal texts with an awareness of context, purpose and audience. Languages and English help students to understand the relationship between spoken and written language and recognise how cultural context shapes meaning. They develop students’ understanding of, and ability to use, grammatical and language features.

**Languages and Humanities and Social Sciences**

Languages and Humanities and Social Sciences subjects share learning contexts that progressively shape the students’ world. In both learning areas, students’ learning involves perspectives of their personal worlds, such as personal and family histories and events, their local communities, and national and global contexts. In the process of understanding an expanding world view, both learning areas help students to learn to reflect on the relationship between cultures and identities.

**Languages and The Arts**

Languages and The Arts share a focus on the communication of stories, ideas, perspectives and cultures. Both learning areas help students to explore relationships among people, cultures and identities, and recognise how these are exemplified in and through linguistic and artistic practices and behaviours.

Resources

A scope and sequence representation of the curriculum, the glossary, and comparative information about Version 8.4 and Version 9 are available as a download from the Australian Curriculum Version 9 website.

**Language support resource**

Each language curriculum has an optional support resource, developed to support teachers as they plan teaching and learning programs. This resource provides suggestions for sequential development in language structures and features, and thematic contexts for language use. 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. These documents are available as downloads.

ABOUT CHINESE

Introduction

In the Australian Curriculum: Languages: Chinese refers to Modern Standard Chinese, Pinyin Romanisation and simplified characters. Simplified and full form Chinese characters are used in the media, education and in print; some knowledge or awareness of both systems is an advantage for students of Chinese.

Students of Chinese in Australian schools come from a wide range of backgrounds. For some students it is their first experience of learning Chinese, while others may have existing connections to Chinese languages and cultures.

Rationale

Chinese has been taught in Australian schools since the 1950s. Chinese language learning experienced rapid growth in the 1980s as China undertook a policy of open-door and economic reform. Chinese is an important language for young Australians to learn as Australia continues trade and engagement with Asia.

Communities of Chinese speakers are characterised by linguistic, cultural and geographic diversity and can be found in almost every country of the world. Many of these communities have long-established cultural traditions that are particularly strong on the Pacific coast of Canada and the USA, South-East Asia, Australia and some European countries. The history of the Chinese community in Australia extends back to the mid-1800s, and patterns of migration in recent decades have seen rapid growth in Australia’s Chinese population.

Current links between Australia and China are characterised by bilateral relationships in trade and investment, educational exchanges, and research and development in science and technology. The movement of people and ideas as well as economic, cultural and educational exchanges, add to the richness and complexity of this relationship.

Structure

Chinese has been developed to cater for the diversity of students learning Chinese in Australian schools:

* The Second Language Learner Pathway caters for students learning Chinese as a second or additional language.
* The Background/First Language Learner Pathway has been developed with sequences to cater for students who:
  + use Chinese at home, not necessarily exclusively, and have varying degrees of knowledge of, and proficiency in, the language

or

* + use, and/or identify with, Chinese as their mother tongue and use Chinese for primary socialisation and/or education and/or literacy development.

The Second Language Learner Pathway has 2 sequences:

* Foundation to Year 10
* Years 7 to 10.

The Background and First Language Learner Pathway has 2 sequences:

* Foundation to Year 10 (Background Learners)
* Years 7 to 10 (both Background and First Language Learners)

Schools make decisions about which pathway best serves their students’ needs, and teachers make appropriate adjustments to differentiate learning experiences. To assist teachers to meet the needs of both background and first-language learners, Content elaborations in the Background/First Language learner Years 7 to 10 sequence illustrate differentiated examples of language use and contexts.  Some examples are suitable for background learners (BL), some for first-language learners (L1) as well as those examples suitable for a range of learners.

Content in Chinese is organised under 2 interrelated strands, each with a number of sub-strands. The strands and sub-strands are presented in Figure 1.

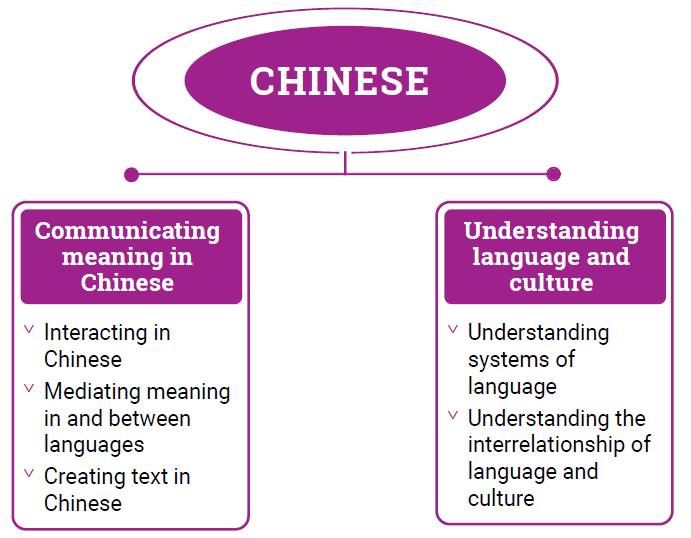


Figure 1: Chinese content structure

Strand: Communicating meaning in Chinese

This involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

**Interacting in Chinese**

Exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

**Mediating meaning in and between languages**

Obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts; moving between languages and cultures non-verbally, orally and in writing, recognising different interpretations.

**Creating text in Chinese**

Creating a range of spoken, written and multimodal texts for specific contexts, purposes and audiences.

Strand: Understanding language and culture

This involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

**Understanding systems of language**

Understanding the linguistic features of Chinese, including sound, writing, grammatical and textual conventions.

**Understanding the interrelationship of language and culture**

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

CHINESE for BACKGROUND LEARNERS

CURRICULUM ELEMENTS

Foundation

|  |
| --- |
| **Year level description** |
| In Foundation, Chinese language learning builds on the Early Years Learning Framework and each student’s prior learning and experiences with language. Students interact in Chinese within their family and communicate with peers, teachers, known adults and students from their own and other classes. Students strengthen and extend their communication and interpersonal skills by interacting with peers in Chinese through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting.  Students experience and imitate the sounds and gestures of Chinese language. They participate in shared listening and viewing of texts that represent Chinese and Chinese-speaking contexts. Spoken, written and multimodal texts may include conversations, picture books, traditional and contemporary rhyming verse, songs and stories, films, animated cartoons and performances. Students may bring examples of known cultural contexts or texts to the classroom. They learn that language can be represented in different ways, including using the Roman alphabet in English, and using characters and Pinyin in Chinese. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else. |
| **Achievement standard** |
| By the end of the Foundation year, students use play and imagination to interact and create Chinese texts, with support. They identify that Chinese and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity. |

|  |  |  |
| --- | --- | --- |
|  | | **Foundation** |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| with support, recognise and communicate meaning in Chinese  AC9LCHF01 | 1. using simple greetings relevant to their relationship to the person, for example, 你好，老师好，再见。 2. introducing themselves and responding to greetings, for example, 我是大伟，你呢？你叫什么名字？你好吗？我很好，谢谢。你今年几岁了？我五岁了。 3. using formulaic phrases for everyday interactions such as thanking, requesting, apologising and offering best wishes, for example,  谢谢,对不起, 我可以...吗？亲爱的老师/妈妈/爸爸, 玩得开心！ 4. sharing likes and dislikes, for example, 我喜欢..., 我不喜欢...。 5. responding to instructions or directions through actions, gestures or spoken responses, for example, 起立, 坐下, 站队, 排成一排, 站成一圈 6. imitating and playing with aspects of Chinese pronunciation and incorporating appropriate gestures, facial expressions and body language, for example, shaking hands and bowing with the head when greeting an adult 7. performing songs, rhymes and action stories using non-verbal forms of expression such as clapping, gestures and facial expressions to support the making of meaning, for example, 头, 肩膀, 膝盖, 做早操 8. listening for and identifying key words in stories, rhymes or songs 9. sharing simple expressions and songs with friends and family, for example, singing 祝你生日快乐and using appropriate greetings such as 希望你早点好起来！ or 新年快乐 for different times or occasions 10. playing games such as counting games, sorting and order games, number games as a whole class or on smart boards/tablets | |
| explore, with support, language features of Chinese noticing similarities and differences between Chinese and English  AC9LCHF02 | 1. observing that Chinese uses Pinyin the same letters as English alphabet, and noticing that Pinyin have different sounds and meanings, for example, *chī* (吃) means ‘to eat’, *zhōng* (中) means ‘middle’ 2. exploring the facial movements involved with making sound blends in Chinese and English 3. tracing the letters of the alphabet and imitating the beginning vowel sounds, for example, tracing and imitating *bēi jīng, shàng hǎi, tái wān* 4. participating in alphabet songs, chants, rhymes to imitate Chinese pronunciation, intonation and stress 5. making connections with Chinese words and phrases used in everyday life in Australia, for example, food names such as 春卷, 饺子, 包子 6. experimenting with sounds, such as animal sounds, used in Chinese, for example, comparing the sound *wàng wàng* (bow wow) with languages represented in the class 7. exploring and practising intonation patterns and understanding the difference of stress patterns in statements, questions and exclamations, for example, 你真棒！太好了！ 8. noticing that different kinds of language are used in different situations with different people, for example, noticing exchanges between children and parents, students and teachers or friends for example, 妈妈，我放学回来了。谢谢老师,老师再见！ | |
| explore connections between language and culture  AC9LCHF03 | 1. locating China on a world map, understanding that Chinese Mandarin is the national language of China, and that it is spoken in Chinese-speaking communities in Australia and around the world 2. exploring the different languages spoken by class members and listening to the different sounds and ways of saying common expressions such as 大家好，我的名字是... 。你们好，我叫...。 3. observing, through visual and audio-visual resources, that members of Chinese-speaking communities may do everyday things similarly to or differently from themselves, for example, speaking a different language or using chopsticks and a spoon 4. noticing how local names of streets, places and landmarks can have their origins in language(s) of First Nations Australians 5. using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the languages of Australia to notice the language(s) of First Nations Australians in their local area and/or across Australia 6. noticing their own use of words, expressions or behaviours that make them who they are, including words from different languages, ways of celebrating that may not be familiar to other people, for example, eating noodles to celebrate their birthday and saying 今天我生日，我吃面条。 7. exchanging ideas, feelings and understandings of language and culture through play-based experiences, for example, puppets, playing dress-ups, pretend restaurants and market stands 8. playing and engaging with cultural items such as interacting as they play shops using Chinese currency RMB or Yuan | |

Years 1–2

|  |
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| **Band level description** |
| In Years 1 and 2, Chinese language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking, viewing and early writing skills. They interact in Chinese language to share information about themselves and their immediate environments using play-based and action-related learning. They may also interact in Chinese in their local community. In informal settings, students use local and digital resources to explore Chinese-speaking communities in Australia, China and diverse locations around the world. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.  Students recognise tones, key characters, words and phrases, imitate gestures and pronunciation, and use modelled language to communicate with others. They bring prior knowledge of oral language and gestures to the classroom. Students transition from spoken to written language and recognise the use of the Roman alphabet in Pinyin and some Chinese characters. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, traditional and contemporary songs and rhymes, picture and story books, animated cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between languages and cultures. |
| **Achievement standard** |
| By the end of Year 2, students use Chinese language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts. They recognise and use familiar characters and Pinyin to make words and sentences.  Students recognise and use the sounds, tones and rhythms of spoken Chinese. They demonstrate understanding that Chinese has rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between features of Chinese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in Chinese** | | **Years 1–2** |
| **Sub-strand: Interacting in Chinese** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| interact in classroom-related routines; and personal introductions  AC9LCH2C01 | 1. greeting each other and using appropriate terms of address, gestures, and body language, for example, 早上好, 下午好, 晚上好, 老师您早 2. responding to classroom instructions and routines, for example, at the beginning of the class responding to, 上课，起立，请坐 3. sharing personal information about topics such as age, zodiac animal sign, class and school, for example, 我叫Anne。我今年7岁了。我属龙。我在悉尼小学上学。我上一年级。 4. making simple requests using appropriate manners, for example, 老师，请问，我可以去上厕所吗？ 5. using puppets to perform role-play exchanges, for example, 你家有几口人？我家有四口人。他们是谁？他们是爸爸，妈妈，姐姐和我。 6. expressing thanks, apologies, likes, dislikes, for example, 谢谢你/谢谢您。对不起。我喜欢学中文。我不喜欢跑步。 7. using formulaic Chinese exclamations spontaneously when interacting with peers, for example, 太棒了！ 8. identifying which languages they know and are learning, for example, 我会说英语。我在学中文。 | |
| collaborate with others in a range of play-based activities using modelled expressions, visual and spoken cues  AC9LCH2C02 | 1. participating in singing Chinese songs and reciting rhymes and chants using repetitive language and actions, for example, 我的朋友在哪里？两只老虎 2. participating in play-based experiences using props or dress-up costumes, for example, 去餐馆,看医生 3. using pictures or prompts to participate in speaking and listening activities with peers, for example, creating an exercise routine with actions 跳, 跑, 走, 跳舞 4. collaborating in games that involve taking turns, making choices or swapping items, for example, playing the board game现在轮到你了。 5. playing matching games with Chinese and English words from big books and picture books in print or digital form, for example, playing memory or bingo 6. taking turns leading games or activities, for example, 老狼，老狼几点了？猜字游戏 7. giving instructions such as taking the role of an HPE teacher, for example, 向前跑,跳一跳 or playing with a ball using扔球,接球 8. working collaboratively to identify and label Chinese objects or places on a word wall or map | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate, with support, key information in spoken and written texts, and respond using gestures, images, words and modelled sentences  AC9LCH2C03 | 1. making connections between a simple Chinese text and self, for example, responding to the story《龟兔赛跑》saying,   我要向乌龟学习，坚持不放弃。   1. making connections between their knowledge of the world and their Chinese learning to infer meaning of words, for example, to guess the meaning of 电话,飞机,计算机,食物金字塔 2. identifying details about people and events heard, seen or read in the media, including children’s educational TV programs, for example, 《大耳朵图图》 3. recognising that gestures and body language are integral to communicating in language for First Nations Australians, and showing examples of how they are also integral to communicating in the language(s) they may speak at home 4. showing understanding of main points in spoken and written texts, for example, listening to a story about the first day of Year 1 and putting pictures in the order of events or creating sequential captions 5. listening to imaginative texts such as stories, rhymes and songs, and responding through play-acting or movement, for example, 《三只小猪》 6. listening to, reading or viewing familiar Chinese texts and identifying key words, for example, in stories such as 《十二生肖》, in rhymes such as 《小老鼠上灯台》and in cartoons such as 《小兔子乖乖》 7. drawing and labelling a character or scene from rhymes, songs or stories such as 《龟兔赛跑》,《小红帽》 8. participating in shared reading of informative or imaginative texts such as big books and responding to questions, for example, 故事发生在哪里？它是关于什么的？这个故事中包括谁/什么动物？发生了什么？它是如何结束的？ 9. identifying and justifying a favourite character using modelled language, for example, 我喜欢黄蝴蝶，因为我喜欢黄色。我喜欢乌龟，因为它勤劳。我不喜欢狼，因为它太凶猛了。 10. expressing opinions about characters or retelling the storyline after viewing or listening to stories, for example, 我觉得...真有意思！ | |

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| recognise that language carries cultural meaning in everyday social interactions  AC9LCH2C04 | 1. discussing the meanings and different implications between 我要去厕所。 and 我可以去厕所吗？ 2. showing politeness in different contexts, for example, making requests 请, 请问, thanking someone using 非常感谢 3. learning about etiquette in everyday social contexts such as how to address adults, for example, 王阿姨好, 马叔叔好 4. understanding Chinese cultural gestures, for example, standing up to greet a teacher, receiving an object with both hands or counting numbers 1–10 with fingers 5. creating bilingual resources such as illustrated Chinese-English and English-Chinese wall charts or online flashcards 6. discussing Chinese words or expressions that appear to have no equivalent in English, for example, 哪里哪里,不要客气,快吃吧！ 7. discussing meanings of colloquial phrases used on specific occasions, for example, 恭喜发财 to give New Year wishes, and exploring how such sentiments are expressed in English 8. interpreting language, facial expressions and other visual cues to inform own response to characters and stories presented in animations or songs, for example, 《年的故事》 |
| **Sub-strand: Creating text in Chinese** | |
| with support, create spoken, written and multimodal texts, using familiar words, modelled phrases and sentences, copying known characters and Pinyin  AC9LCH2C05 | 1. writing captions, with support, for a photographic display to show others about a class event or experience, for example, 这是学校的花园。花园里有白色的玫瑰。 2. drawing a picture around a component/radical which depicts the meaning, for example, drawing a mountain around 山 or describing a picture using modelled sentence structure, for example, subject + verb + object, 这是一座很高的山。 3. creating posters on a cultural topic such as ‘Chinese food’ and selecting images and texts from magazines, newspapers and brochures to illustrate key ideas with character words such as 好吃, 美味 4. matching bilingual captions/labels to images of First Nations Country/Place locations in their local area or elsewhere in Australia 5. presenting their knowledge of places in China and Australia such as places they have visited or where they have relatives, supported with photographs, for example, 我的奶奶住在北京。 6. role-playing a modelled conversation related to their daily life, incorporating students’ own information, for example, 你星期天做什么了？我跟妈妈去公园玩了。 7. creating short plays based on extracts from familiar stories using puppets and props, for example,《拔萝卜》,《饥饿的毛毛虫》 8. practising language using toys, puppets and dolls, for example, pretending to go to the doctor, 你怎么了？我头疼。 9. making a birthday card with a good wish message or drawing and labelling a self-portrait, for example, 祝你生日快乐! 这就是我。我的眼睛是黑色的。我的头发很短/很长。 |

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| **Strand: Understanding language and culture** | | **Years 1–2** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and use sound patterns and the four tones of Chinese  AC9LCH2U01 | 1. listening to and performing nursery rhymes, stories with the rhythms, tones and sound patterns or tongue twisters such as 《猴子穿新衣》,《四和十》 2. participating in tone guessing activities such as listening to the teacher or a peer saying 妈/马 and guessing the correct tone 3. writing a complete Pinyin with a correct tone mark and demonstrating understanding that tones can change meaning, for example, 睡觉和水饺 4. recording their pronunciation of different tones and playing a game 猜猜是谁说的to identify the differences in their own spoken language with other students in the class 5. singing a Pinyin alphabet song, demonstrating understanding that Pinyin is the romanisation of the sounds of Chinese 6. playing pair-matching card games, for example, matching tones, initial to final 7. identifying syllables that make up Chinese words, for example, 小老鼠, and demonstrating understanding that words such as 熊猫 have 2 syllables, with each syllable having a meaning 8. developing fluency of sentences in Chinese, using gesture to help demonstrate tone and stress, for example, reciting classic Chinese poems such as 李白《静夜思》 | |
| recognise that Chinese components and/or characters and features of language are used to construct meaning  AC9LCH2U02 | 1. making and copying components, characters and/or words from playdough, strings, found objects, blocks and chalk 2. copying and tracing words and phrases with attention to stroke order, using air gestures, chalk, writing in sand and mini whiteboards, or using a different colour for each stroke to create rainbow writing 3. making connections among characters sharing the same radicals such as water 氵 in 河, 池, 海, and discussing the importance of water in daily life 4. learning that Chinese words are made up of two or more characters, with each character contributing meaning to the word, for example, 大人, literally ‘big person’ which means ‘adult’ 5. noticing similarities and differences between punctuation conventions in Chinese and English such as full stops, exclamation marks and question marks 6. understanding that there are basic rules of word order in Chinese subject+verb+object, as in English 7. using common adjectives such as 高,矮,小,大,新,旧 to describe people, animals and objects in modelled sentences 8. recognising commonprepositions relating to location, for example, 里面,外面,上面,下面,中间 9. using some question words in familiar contexts, for example, 吗, 谁,什么,哪里,多少,什么时候，几点 10. using basic measure words in modelled sentences between numbers and subject to describe quantity 个, 只 such as 两个苹果, 三只羊 | |
| recognise that Chinese has features that may be similar to or different from English  AC9LCH2U03 | 1. noticing that simple statements in Chinese tend to follow the same word order as in English; subject+verb+object 2. discussing the placement of words in Chinese such as ‘happy’ compared with English ‘Happy Birthday’ and ‘Happy New Year’ versus 生日快乐, 新年快乐 3. comparing the vowel sounds of English with the main vowel sounds of Chinese such as ‘a’, ‘e’, ‘i’, ‘o’ and ‘u’ to develop awareness 4. developing number knowledge and identifying the similarities and differences between using cardinal and ordinal numbers in Chinese and English, for example, comparing十一 with eleven, and comparing 第一 with first, being different words in the English counting system 5. comparing bilingual texts such as picture books, multimedia texts, songs and cartoons, noticing the similarities and differences, for example, features of punctuation and text organisation across languages, for example. ‘Twinkle, Twinkle, Little Star’ 《小星星》 6. recognising that languages use words borrowed from other languages, and that many English and French words are used in Chinese such as 汉堡包, 咖啡, 可乐, 巴士 7. learning metalanguage for word types, for example, exploring what are considered verbs in English and adjectival verbs in Chinese 天天打篮球的哥哥长高了。 | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| notice that people use language in ways that reflect cultural practices  AC9LCH2U04 | 1. comparing and contrasting their classroom interactions with those in China to identify similarities and differences 2. using gestures, words and phrases that reflect aspects of Chinese culture, for example, using both hands to offer something, and saying 请, 请用to show respect 3. identifying countries and regions in the world where Chinese is used as a language of communication such as Singapore, Malaysia, and Indonesia, etc. 4. exploring symbols and language used by First Nations Australians and in Chinese-speaking communities in a range of contexts, for example, identifying the colours of the flags in Chinese, and discussing what they represent in English 5. discussing the role of Chinese language and culture in their own lives such as participation in cultural events, food preferences, or overseas travel 6. exploring cultural symbols and practices through stories, songs, dances, games and crafts, for example, Chinese knots 中国结 7. sharing information about their family background such as country of origin, languages and spoken, and current locations of extended family, for example, 我爸爸是从中国来的。他会说普通话和上海话。 | |

Years 3–4

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| **Band level description** |
| In Years 3 and 4, Chinese language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use Chinese to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. They may also bring their experience of interacting in Chinese in their local community to the classroom. In informal settings, students use local and digital resources to explore Chinese-speaking communities in Australia, China and diverse locations across the world. They may continue to need support through modelling, scaffolding, repetition and the use of targeted resources.  Students develop active listening skills and use gestures, words and modelled expressions, imitating Chinese language sounds, pronunciation and intonation. They may bring knowledge of words and expressions from their local community to the classroom. Students use their literacy capabilities in Chinese and/or English to recognise some similarities and differences between spoken and written Chinese and English. They locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Chinese language texts such as picture books, traditional and contemporary stories and songs, digital and animated games, timetables, recipes and advertisements. They recognise that languages influence each other and that language and culture reflect practices and behaviours. |
| **Achievement standard** |
| By the end of Year 4, students use Chinese language to initiate interactions to share information and ideas related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use familiar characters, Pinyin and modelled language to create texts.  Students recognise and use sounds, tones, syllables, and pronunciation and intonation patterns of spoken Chinese. They demonstrate understanding that Chinese has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Chinese and make comparisons between Chinese and English. They understand that the Chinese language is connected with culture, and identify how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in Chinese** | | **Years 3–4** |
| **Sub-strand: Interacting in Chinese** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate exchanges and respond to questions about home and classroom environments, using familiar expressions  AC9LCH4C01 | 1. initiating conversations by asking questions in different contexts using modelled responses, for example, 你好吗？ 我很好。我马马虎虎。or一般般。 我不好。你的假期怎么样？ 我的假期过得很好。 2. playing games where students take turns to role-play ‘the teacher', and giving each other instructions with actions, for example, 请安静, 起立, 请坐, 写, 听, 看, 请看白板, 请给我... 3. sharing information about themselves, for example, 我有一只白色的小狗。我喜欢蓝色和绿色。我可以跑得很快，但我不会游泳。 4. participating in simple spoken exchanges with peers about familiar topics, for example, daily routines, local places or personal interests, for example,  星期天我通常睡懒觉。你周末一般做什么？你上什么学校？你的学校在哪里？你怎么上学？你喜欢什么运动？我喜欢踢足球。 5. initiating and maintaining communication by taking turns, for example, making suggestions such as 我们要不要一起去？ or 我们一起去吧。 6. asking for clarification, using appropriate formulaic expressions and gestures, to match the contexts, for example, 老师，我没有听清楚，请您再说一遍, 可以吗？ 7. seeking advice and help from others, for example, 老师，我这个字写得对吗？您可以检查一下吗？ 8. creating short texts such as emails, letters and text messages to interact with others, for example, to invite, congratulate or thank someone 9. using emojis such as **^\_^** in digital communication to enhance meaning | |
| participate in activities that involve planning and transacting with others, using a range of phrases, structures and modelled sentences in familiar contexts  AC9LCH4C02 | 1. plan and present a cultural item such as celebrating a festive occasion by reciting a poem, singing a song or performing a dance for members of the school community 2. performing plays with allocated roles within groups, using puppets and props, for example, 猴子捞月 3. participating in group activities and role-plays involving scenarios such as buying food or goods or ordering a meal, and making requests in an appropriate way, for example, 请来...;我想买...; 请问，你有...吗？ 4. negotiating details in a transaction such as stating preferred size, quantity or price, and concluding the transaction with the exchange of currency, for example, 这条裙子太小了，有大一点的吗？可以便宜点吗？ 5. participating in traditional or contemporary games that involve taking turns, active listening, memory and information exchange, for example, Chinese Whispers 6. following procedures or giving modelled instructions, for example, finding hidden treasure, making Mid-Autumn lanterns or paper cranes 7. reading own work to others, for example, writing Chinese captions to accompany storybooks in English such as *Where is the Green Sheep?* and reading it to younger students 8. working in teams to create word or sentence games using digital applications and then playing each other’s games 9. interacting with guest speakers or classroom visitors during special occasions such as multicultural festivals or traditional Chinese festivals, for example, 中秋节 10. planning and discussing cultural items to present for a school event, for example, performing a song, cooking Chinese food or making craft 剪纸, 做灯笼 | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate, organise and respond to key information related to familiar content in spoken, written and multimodal texts  AC9LCH4C03 | 1. watching educational television programs, listening to songs or playing digital games, and sharing personal opinions for example, 我喜欢这首歌,因为它的歌词很美。 2. identifying and locating familiar characters or words in texts, and discussing the main purpose and meaning of the texts, for example, on food packaging, identifying the name, weight, price and recycling information 3. creating a timeline of the main events of a story using words, pictures or simple sentences, for example, 首先 ...,接着 ...,然后 ...,最后... 4. learning that First Nations Australian languages change according to connections and relationships between people, and giving examples of how this occurs in Chinese 5. gathering information from a range of sources and presenting findings in a different way, for example, the results of a class survey on likes and dislikes through a picture graph with annotations, for example, 我的很多同学都喜欢吃饺子。有12个朋友喜欢吃春卷。我们中有些人喜欢打网球。 6. responding to words of songs through movement and dance, for example, listening to the song 《红山果》and creating movements to match 7. interviewing family and friends about languages spoken, country of origin, or participation in cultural events and leisure activities, and presenting information collected from the interview 8. reading, viewing and listening to a range of informative and imaginative texts such as short reports, children’s stories and folk tales, and retelling or summarising the main information or ideas 9. reading aloud or reciting texts such as poems and rhymes, for example, 《咏鹅》,《静夜思》 paying attention to pronunciation, intonation and emotion and explaining key ideas in Chinese 10. creating performances in response to Chinese legends and folk tales, for example, 《后羿射日》, using modelled language | |
| develop strategies to interpret language that conveys cultural meaning  AC9LCH4C04 | 1. selecting language to translate information into Chinese, recognising different meanings for the same word, for example, understanding that 哥哥 can be used to refer to an older male friend, as well as an older brother 2. demonstrating levels of politeness, respect and formality in diverse contexts when engaging with people of different ages or authority such as seeking assistance in writing, for example, 尊敬的老师， 请您... 3. explaining when to use formal andinformal language in different social contexts, for example, comparing the language use at home and at school 妈妈，我要喝水。老师，我可以喝水吗？ 4. recognising the role that gesture plays in interactions, including hand gestures, gesturing for emphasis and inclusivity, and taboos within Chinese communication such as pointing directly at someone 5. creating bilingual resources for use in the classroom or school, for example, digital picture dictionaries and word lists, glossaries, or signs for the school environment 6. identifying words and expressions in Chinese and English that do not readily translate, for example, 马马虎虎, 好好学习,天天向上,small talk, cringe 7. developing strategies for using bilingual Chinese–English and English–Chinese dictionaries in both print and digital forms to assist with translation 8. learning the cultural value behind symbols such as tracing, cutting out or writing 春 and 福to decorate the classroom at New Year 9. identifying culturally-specific terms and phrases, for example, ‘mate’ in Australian English and 吃了吗？ in Chinese, and sharing insights into why particular cultures value certain colloquial language | |

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| **Sub-strand: Creating text in Chinese** | |
| create and present informative and imaginative spoken, written and multimodal texts using a range of sentence structures and modelled textual conventions, characters appropriate to context, and/or Pinyin  AC9LCH4C05 | 1. presenting a visual display with supporting text on a topic of personal interest, for example, 我的家,我的宠物,姥姥的家乡,过春节 2. supporting presentations using pictures, charts and graphs appropriate to the task such as using bar charts to show data on 调查班上同学怎么上学 3. conveying information about school and community events in written and multimodal texts such as annotated posters or digital storyboards, for example, posters to advertise a Chinese day at school or a local Chinese community event 4. creating simple descriptions in Chinese and matching them to appropriate First Nations Country/Place locations in their local area or elsewhere in Australia 5. presenting a show and tell about an object, activity or a person special to them, for example, 从中国带回来的纪念品 6. using familiar words, phrases or idioms to create raps/rap songs, for example, 词语接龙 7. creating alternative endings to familiar stories, using learnt sequences and teacher guidance, for example, 《乌鸦喝水》 8. creating and performing simple imaginative texts such as simple stories, action songs, dialogues or plays to share with peers and teachers 9. creating a mini book relating to their familiar topic using the modelled sentence structure, for example, designing and describing their dream house |

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| **Strand: Understanding language and culture** | | **Years 3–4** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| recognise and use the tonal features of Chinese in different contexts and understand how syllables are represented in Pinyin  AC9LCH4U01 | 1. reading aloud朗诵 and reciting 背诵, focusing on phrasing, stress and intonation of spoken Chinese 2. engaging in activities to consolidate tonal awareness, including the use of neutral tone, for example, 是吗,走吧,好了 3. differentiating the four tones when speaking, and knowing when and how to pronounce the ‘neutral tone’, for example, repetition of syllables in ‘ma-ma’ 4. explaining the use of Pinyin as a learning tool to reflect the sounds of spoken Chinese, recognising sounds associated with letters and syllables that are different to English sounds 5. playing pair-matching card games, for example, matching Pinyin to syllables 6. investigating diversity in spoken Chinese and identifying differences in phonology across dialects, for example, exploring greetings in dialects such as Cantonese, Hakka and Shanghainese, and comparing the pronunciation of words | |
| recognise and use features of the Chinese writing system, familiar components and/or characters, a range of sentence structures and basic syntax, in familiar texts and contexts  AC9LCH4U02 | 1. using Chinese writing conventions 方块字including direction of text and punctuation 2. applying rules of stroke direction and stroke order when writing characters, paying attention to details such as length of a stroke to discriminate similar forms, for example, 土 and 士 3. making connections between basic characters and related component forms such as radicals 手 and扌, 人 and 亻, identifying the structure and components of a compound character, for example, 学 has two components and they are of top-and-bottom structure 4. mixing and matching Chinese characters to make new meanings, for example, building new words using familiar characters 大山, 火山, 山火, 林火, 王子, 大王, 女王 5. Categorizing Chinese characters with common components such as 花,草,菜,and identifying connections between the meanings and sounds of these components and the characters themselves such as 目/eye in 看/to look at. 6. recognising that there are multiple ways to structure a sentence such as 我吃了早饭后去学校。 and吃了早饭后，我去学校。 7. using reduplication adjectives such as 高高的, 瘦瘦的 to describe people, animals and objects in sentences 8. using adverbs to modify actions, for example, 高兴地跳起来 9. experimenting with the use of prepositions such as 上面, 下面, 里里外外, 在中间*,* for example,小鸟在天上飞。means ‘The bird flies in the sky’, rather than the literal translation, ‘The bird flies above the sky.’ 10. recognising basic structures of closed and open-ended questions, for example, 你喜欢听童话吗？你为什么喜欢《小红帽》？ 11. elaborating ideas in sentences, including details such as time, manner and place, for example, 星期一我从上海坐飞机到北京。 | |
| recognise and compare features of familiar spoken and written text in Chinese and English  AC9LCH4U03 | 1. using metalanguage to describe grammar rules in Chinese, for example, the placement of 主语, 动词, 名词 in a sentence 2. recognising language features and symbols typically associated with particular texts, for example, recycling symbols on packaging and comparing these with English texts 3. identifying and comparing key words in Chinese and English versions of favourite stories, for example, comparing 《小红帽》and ‘Little Red Riding Hood’considering the rhythms and vocal effects in the two versions 4. identifying similarities and differences of elements in Chinese and English texts such as titles or headings, layout, images and script combine to make meaning in a text such as an invitation, web page or picture book 5. comparing and differentiating forms of texts based on purpose and audience, for example, asking, ‘What’s the difference between a letter and an email? What might be the reasons for such differences?’ 6. exploring the influence of English on informal language used in daily interactions by Chinese-speaking people in the local community, for example, 嗨 *hi* *,* 哈喽 *hello,* 拜拜*bye, wifi* 7. recognising features of various genres, including narratives, procedural and explanatory texts, identifying which genres are most suitable for different purposes, for example, my favourite holiday《我最喜欢的假期》 | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| identify connections between Chinese language and cultural practices  AC9LCH4U04 | 1. understanding that feelings, beliefs and values can be reflected in language, for example, the Chinese term of affection for daughter小棉袄 2. noticing differences in cultural practices and the protocol for certain events such as 我去表哥家要先叫大姨好，大姨夫好；如果他们要留我吃饭，我要先问妈妈可不可以；如果阿姨叫我多吃一点, 我不能吃太多，最好得客气点儿。 3. identifying locations of major dialect groups in Chinese-speaking countries and regions and appreciating the value of a common language such as Cantonese 4. exploring representations of information used in cultural expressions of First Nations Australians, and making connections with those of Chinese language and culture(s), for example, the different regional words used by First Nations groups to identify themselves such as Zenadth Kes, Koori, Koorie, Noongar and Nunga and comparing this with Chinese-speaking cultural groups 5. identifying ways in which their Chinese identity is reflected in their daily life and interests, for example, using a diagram to show the visible elements such as belonging to a sports or hobby group or attending community school 6. participating in eye exercises, daily exercise routines, or role-playing the flag raising ceremony, using associated language, and discussing the cultural significance of these practices 7. comparing Chinese and Australian lifestyles such as festivals and celebrations, food staples, preferences and cooking styles, and discussing own engagement with these 8. experiencing and discussing the importance of music and dance in Chinese culture(s), as an expression of identity and emotions such as national pride, happiness, love, joy and sadness, for example, introduce Chinese traditional musical instruments such as 二胡,古筝,笛子 9. recognising characters (such as 福) used in specific cultural events in various forms (paper cut-outs, folk art, couplets, etc.) of New Year decorations, and identifying how the form might change, for example, questioning why 福 is sometimes presented upside down |

Years 5–6

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| **Band level description** |
| In Years 5 and 6, Chinese language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading, viewing and writing. They interact in Chinese to exchange information and ideas relating to their interests, school and local environment, and engage with Chinese-speaking communities in person or via digital access. They may work independently and/or in groups to collaborate and share learning, with support. Students use digital and print resources to extend their learning.  Students engage with a range of spoken, written and multimodal texts that may include authentic stories, posters, notes, invitations and procedures. They may share authentic resources from their local community with their peers. Students recognise how tones affect pronunciation and meaning. They understand that some words and expressions are not easily translated, and that communication and identity reflect diverse cultural practices, behaviours and values. |
| **Achievement standard** |
| By the end of Year 6, students initiate and use strategies to maintain interactions in Chinese language that are related to their immediate environment. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Chinese or English, adjusting their response to context, purpose and audience. They create texts, using characters with appropriate stroke order and radicals, vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.  Students apply rules for pronunciation and intonation in spoken Chinese. They apply conventions of script and punctuation, and use modelled structures, when creating and responding in Chinese. They compare language structures and features in Chinese and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Chinese** | | **Years 5–6** |
| **Sub-strand: Interacting in Chinese** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate and sustain exchanges related to students’ experiences and perspectives  AC9LCH6C01 | 1. initiating and sustaining conversations, including face-to-face and online conversations, by asking peers about personal interests, for example, 你在空闲时间最喜欢做什么？外出时你喜欢怎么穿？ 2. playing guessing games and practising modelled sentences and question words, for example, 你什么时候会用它？你在哪里会看到它？ 3. developing conversation skills such as staying on topic, recognising non-verbal cues to show interest and understanding, and using interjections, for example, 你也太厉害了吧！ 4. exchanging ideas and opinions in class discussions, expressing agreement, disagreement, negotiating, and demonstrating active listening, for example, 周末我更喜欢去游泳而不是去散步。你喜欢做什么？我发现这个阅读很难，你呢？我不这么认为。 5. using digital resources to record events in everyday life, by keeping a weekly or online daily journal, recording highlights of school or home life or leisure activities, for example, 今天我的足球队又赢/输了。太棒了！/真没劲!, or a holiday experience, for example, 袋鼠岛游记 6. expressing gratitude, apologies, sympathy or concern when interacting with friends and family, for example, 谢谢你的邀请，祝你生日快乐。对不起，我不能参加你的聚会，因为星期日我要...。希望你们玩得高兴。 7. checking on the progress of others during learning tasks or activities, using questions such as 你做完了吗？你怎么做得这么快？ 8. exchanging text messages, emails, using appropriate formats to negotiate their weekend plan and employing appropriate terms to address recipient, 嘿，小王，周末有空吗？要不要跟我一起去公园？ | |
| participate in activities that involve planning, negotiating with others, using modelled and idiomatic language to agree, suggest and resolve  AC9LCH6C02 | 1. planning and collaborating in shared activities such as running a school assembly in Chinese, organising a display or creating lanterns for 中秋节,春节 2. participating in the planning and presentation of a role-play with peers such as an imagined trip to China or Chinese speaking regions, discussing preferences and bargaining, for example, 我们去北京，好吗？, 多少钱？有打折吗？可以再便宜点吗？ 3. listening to or viewing community media such as local Chinese radio or television, and participating in advertised activities, for example, a Chinese speaking competition or locally organised events 4. collaborating to decide on a menu for a class lunch and negotiating items, prices and delivery with a local restaurant, for example, 大家都喜欢吃春卷，那么每个人一个春卷，我们需要二十五个。 5. contributing to the development of a set of class rules, for example, making signs 请说中文！请安静！ 6. providing feedback about peer presentations using modelled language, for example, commenting on the use of eye contact 7. collaboratively writing a children’s story and reading it to younger learners of Chinese 8. planning a campaign, for example, to introduce healthy, environmentally-friendly Chinese food at a school or local Chinese community event, by creating digital posters or pamphlets or by making multimedia presentations to the class, parents and community members 9. researching and arranging a visit by an expert such as a calligrapher or a Taiji master to share knowledge to promote Chinese learning in school community | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose and audience  AC9LCH6C03 | 1. listening to, viewing or reading informative texts and discussion opinions, for example, watching media about recycling in the local area and comparing this with recycling in a Chinese-speaking region 2. identifying and describing key elements of an informative or imaginative text such as settings, characters or people and events, by asking and responding to questions such as在哪里？什么时候？ 谁？什么？如何？为什么？ 3. reading or viewing imaginative texts in print, digital or multimodal forms such as poems, cartoons, stories, folk tales or films, and performing scenes that illustrate aspects of a character’s attitudes, personality or reactions, for example, in a story such as 《蚂蚁和大象》 4. listening to or viewing First Nations Australian authors’ stories in English and responding to them in a range of text types in Chinese 5. researching and comparing aspects of life in China and Australia and presenting this information, for example, researching and comparing means of transport in China and Australia and presenting this information using a table 6. identifying variations in aspects of language use such as tone, gesture, word choice or sentence structure in different contexts and using these in own guided interactions, for example, watching conversations between a customer and salesperson, doctor and patient, tour guide and tourist and replicating this language in a role play 7. interviewing family or friends to collect stories of migration to Australia, identifying words and expressions that reflect important values and feelings such as, 祖国,国家,思念,期待,喜悦,守护,友情,邻里之爱 8. reading extracts from culturally significant children’s literature, discussing their personal responses to the characters and storyline, expressing empathy for characters involved, for example, 我感到...我也感到... 9. illustrating an extract of text by selecting images, for example, a picture, colour, symbol or emoticon, to express the content, mood or key message of the text | |
| apply strategies to interpret and translate language in non-verbal, spoken and written cultural contexts  AC9LCH6C04 | 1. examining the risks of literal or word-for-word translation when translating expressions, idioms and proverbs, for example, ‘full of beans’ (lively and energetic) may be translated incorrectly in Chinese to 满满的豆子 2. recognising language reflecting different levels of formality such as 爷爷 and 祖父, and using language to reflect formality appropriate to context, for example, 我很累。and 我非常疲惫。 3. interpreting examples of colloquialisms or slang typically used by young people such as 躺平/give up, 永远的神 (YYDS)/GOAT (the Greatest Of All Time) 4. identifying context-specific language, for example, at the supermarket, at the doctor’s surgery, or when visiting a friend or relative多少钱,出价,贵,便宜,折扣,好/坏产品, 感冒,咳嗽,头痛,头晕 5. creating and using bilingual resources for language learning such as glossaries of cultural terms in Chinese and English to inform Chinese and Australian visitors about events in each country such as Anzac Day, Chinese Dragon Boat festival, and explaining culture-specific elements 6. reading children’s stories in bilingual form and reflecting on ideas expressed in Chinese and English which may not be readily translated and discussing possible reasons for this, for example, 阴阳,风水 7. using a range of resources to assist in creating a Chinese translation of a text, exploring the functions of print and digital translation tools and discussing their strengths and weaknesses 8. composing bilingual resources for the school community such as posters for class or school performances, displays or events, for example, Sports Carnival 运动会, Multicultural Day 多元文化日 or a virtual tour of the school with signs, notices, labels and short comments in Chinese and English, for example, Library 图书馆, Hall 礼堂Quiet please! 请安静 | |

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| **Sub-strand: Creating text in Chinese** | |
| create and present informative and imaginative spoken, written and multimodal texts using a range of sentence structures to sequence information and ideas, and textual conventions, appropriate to purpose and audience  AC9LCH6C05 | 1. working in teams to prepare a presentation, supported by digital media, related to own school or community or on a topic of interest, for example, endangered animals 2. creating displays using graphics, photographs and illustrations to document and convey ideas related to topics of interest, for example, their hometown, family tree or the benefits or being bilingual or learning Chinese 3. preparing and creating a video clip to share with peers overseas introducing aspects of local culture, including interesting places, history, famous people, and lifestyle, for example, 墨尔本的电车 4. creating a print or digital advertisement or brochure in Chinese for travel to a First Nations Country/Place location including what to see and do, means of travel, best time of year to visit, what to bring and wear, etc. 5. explaining to others a procedure or practice, for example, community recycling, a recipe, health-care tips, a tutorial on the rules of a sport or game, or eating etiquette 6. role-playing a modified well-known children’s story in Chinese, for example, ‘Three Little Pigs’ or《守株待兔》 7. producing and performing short, scripted plays, experimenting with descriptive language to retell a traditional folk tale, in a modern context, for example, 《田螺姑娘》 8. composing and participating in imagined interactions with characters from familiar texts, for example, 《司马光砸缸》,《孔融让梨》 9. writing a letter or creating a video for their future self to read when they reach Year 12, providing advice on their future 10. creating texts for a range of audiences and purposes, for example, a report for a school or community newsletter about Chinese language learning experiences or activities at day school and community school |

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| **Strand: Understanding language and culture** | | **Years 5–6** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| use tone-syllables, intonation, stress and phrasing to express feelings and opinions  AC9LCH6U01 | 1. reading the lyrics of Chinese pop songs, modelled texts, tongue twisters, poems and news out loud to other learners, with attention to tones and pronunciation 2. using digital tools to check the correct pronunciation of Chinese and using voice-recording apps to check their own tone and intonation, to develop fluency 3. recognising syllable changes in speech, including change of tonal value and tone changes such as不要*bú yào* 4. recognising how tone marks affect pronunciation and meaning, for example, changing the tones啊,哦 can convey different meaning depending on context 5. playing speaking games to demonstrate different emotions using features of pronunciation for effect, for example, reading the sentence 怎么是你？ or 我不相信你考了九十分。 with happiness, sadness or anger 6. understanding that Chinese has different regional accents such as accents spoken by people living in different provinces of China, Chinese-speaking communities in Taiwan and Southeast of Asia | |
| identify and use components and/or characters, sentence structures, syntax and writing system features to compose and respond to familiar and some unfamiliar texts and contexts  AC9LCH6U02 | 1. analysing common simple and compound characters through a number of examples, 找,提,挑,打, and identifying the possible placement of specific radicals and components in a compound character, for example, the placement of 扌on the left-hand side, through digital or board games 2. using digital tools to write a specific character, and obtaining its pronunciation by using online dictionaries 3. developing understanding of six types of Chinese characters such as pictographs 象形字, Phono-semantic characters 形声字 4. inferring meaning of unfamiliar words from known morphemes, for example, 学生,学校,小学 5. using appropriate punctuation in writing, including commas, full stops, question marks, semicolons, colons, inverted commas and exclamation marks 6. exploring and beginning to build more complex messages, using joining words 也,和,conjunction words 因为...所以..., 虽然...但是..., 不但...而且..., sequence words 首先...其次...接着...最后... 7. discriminating between the contextual meanings of characters with multiple meanings such as 家 in 家人 and in 画家, or that 冷 means ‘cold’ in 冷水 and ‘quiet’ in 冷清 8. using the function of words and structures in language encountered, for example, 了 in the sentence 我早上看见了两只猫。 indicates the completion of an action in the past 9. understanding that there are different applications of grammatical rules in spoken and written language, for example, 这碗面太好吃了！这碗面非常美味！ 10. exploring ways to express similarities or comparatives using 和...一样, ...比...更..., ...比较..., ... 最… | |
| compare some Chinese language structures and features with those of English, using some familiar metalanguage  AC9LCH6U03 | 1. discussing aspects of grammar using metalanguage in Chinese or English, for example, noun/名词，verb/动词, adjective/形容词, subject/主语, predicate/谓语, for example, discussing, 汉语名词的复数形式是什么？ 2. identifying and comparing the language features of different text types in Chinese and English such as descriptive language in narratives or persuasive language in advertisements 3. comparing the use of passive voice and active voice in Chinese and English, for example, passive voice such as ‘the glass is broken’ is usually used to describe things that have happened in English, while active voice such as ‘他把杯子摔坏了。’ could also be used in Chinese 4. comparing the structural features of familiar personal, informative and imaginative Chinese and English texts, for example, dates on diary entries and letters, greetings in emails or conversations, and titles of stories 5. comparing different types of texts such as recipes, songs, stories, recounts or conversations, to identify audience and purpose used in both Chinese and English 6. creating comparative lists of vocabulary in Chinese and English which are used in different contexts, for example, the use of imperatives in a set of instructions*,* 起来！坐下！打开书！听并重复！, or the frequent use of time and place markers, 从前, 昨天,今天,明天,下周in narratives 7. understanding how to create textual cohesion by using elements such as adverbs of sequence for example, 第一个, 第二个,下一个,然后,最后一个,and conjunctions, for example, 和,或者,因为,但是，to sequence and link ideas and comparing how these work with English 8. recognising grammatical features and how their use differs in Chinese and English, for example, recognising the lack of articles in Chinese, and that adjectives can be used as verbs 老师高兴了。 9. comparing the use of tenses in Chinese and English, for example, how future tense is often expressed through time phrases in Chinese 我明天去北京, 下个星期去上海 and that in Chinese, verbs convey tense without verb conjugation, for example, explaining why 有 can mean ‘have’, ‘had’ and ‘will have’ | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication  AC9LCH6U04 | 1. discussing language choices expected or required in diverse contexts across languages, for example, apologising, congratulating, expressing thanks, declining, rejecting, complaining 2. recognising the interconnections between cultural practices and language use, for example, adding叔叔, 老师, 阿姨, *...* after surnames rather than addressing adults only by their first names, to show respect 3. noticing that language varies between regions, for example, soup spoon in Northern China is called 勺子 and 汤匙 or 调羹in Southern China 4. exploring, in Chinese and English, how language and culture are expressed through First Nations Australians’ song, dance or artworks, considering similarities and differences with an aspect of the cultural expressions of Chinese-speaking people or communities 5. identifying ways in which Chinese language and culture influence the lives of Australians such as Chinese cuisine 北京烤鸭*,* andfashion*,* 旗袍, 汉服 6. engaging with Chinese peers in diverse contexts, identifying situations in which misunderstanding, or miscommunication occurs and exploring strategies to overcome these 7. noticing and reflecting on how interacting in Chinese feels different from interacting in English, and identifying ways of communicating or behaving that appear culturally specific | |

Years 7–8 (F–10)

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| **Band level description** |
| In Years 7 and 8, Chinese language learning builds on each student’s prior learning and experiences. Students use Chinese language, in person or via digital access within and beyond the classroom, interacting and collaborating in different ways to facilitate learning. Students listen, speak, read, view and write to exchange information, ideas and opinions about their world. They work increasingly independently, individually and in groups, and continue to receive feedback and support from peers and teachers as required.  Students access a range of spoken, written and multimodal texts from an increasing range of authentic, traditional and contemporary sources which may include audio and video clips, online magazines, advertisements, stories and articles. They may source texts and other resources from their local community to share with peers. Students use their English and/or Chinese literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Chinese and English language structures and features. They recognise that language choices reflect cultural identity, beliefs and values. |
| **Achievement standard** |
| By the end of Year 8, students initiate and maintain interactions in Chinese language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Chinese to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary sentence structures, and expressions to create texts and apply Chinese script conventions in written texts.  Students apply the conventions of spoken Chinese to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Chinese text, using metalanguage. They reflect on how the Chinese language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Chinese** | | **Years 7–8 (F–10)** |
| **Sub-strand: Interacting in Chinese** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate and sustain exchanges in familiar and unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others  AC9LCH8C01 | 1. initiating and sustaining conversations to share aspects of personal world such as a recent overseas holiday, future plans, or achievements, for example, 你知道我今年冬天去了哪儿吗？说起来真好玩。 2. asking and responding to open-ended questions about learning activities or strategies, for example, 我应该怎么做才能学好中文？你必须大量练习听力,阅读和写作，并注意发音。 3. sustaining face-to-face and online conversations, for example, encouraging responses through questions such as 除了音乐，你还有什么爱好？为什么这样？我觉得读书很有帮助。你是否同意我的观点？你更喜欢看电影还是看书？为什么？ 4. using descriptive language to discuss contrasting aspects of their personal worlds such as home and school, study and entertainment or discipline and freedom, and justifying opinions, for example, 我们在学校和老师朋友说英语，但在家里应该说中文。我们应该知道学习和娱乐之间平衡的重要性。 5. using mobile technologies to maintain contact, exchange thoughts and experiences such as writing to a student in a Chinese speaking country, requesting information and responding appropriately, for example, 你好！我叫约翰，是一名来自澳大利亚的学生，正在学习中文。我很想了解你们那里的文化和生活，你可以介绍一下你们那里的传统节日吗？期待你的回复。谢谢！ 6. requesting repetition or asking for and providing clarification, for example, 对不起老师, 我没听懂，麻烦您再解释一遍，可以吗？ 7. acknowledging others’ ideas and indicating agreement or disagreement in non-judgemental ways, for example, using language to persuade or influence others such as listing possible consequences我们也没办 法，不得不...; 要不然; 如果... ... 的话; 那么 ... 8. contributing to online forums or discussions offering solutions or personal ideas, for example, 要设置电脑音量，要先按右下角的小喇叭，然后拖动音量按钮。 9. summarising different opinions in interactions, for example, 总而言之,你们有些人喜欢动作片,有些人喜欢卡通片。 | |
| collaborate in activities that involve the language of transacting, negotiating and justifying to plan events  AC9LCH8C02 | 1. planning and making arrangements for activities such as outings using expressions related to place, time and numbers, for example, 你想在哪里见面？我什么时候去海边？我们早上七点可以见面吗？有多少人去？ 2. collaborating to create displays, presentations or performances for family, friends or school community to showcase Chinese learning, for example, singing a song in Chinese 《小苹果》, reciting a poem 《登鹳雀楼》 3. participating in authentic cultural experiences in the community such as an excursion to a Chinese restaurant or festival, and rehearsing studied vocabulary, structures and manners, for example, 我应该点什么开胃菜？主菜呢？我们甜点应该吃水果，而不是蛋糕。切记吃饭时不要大声说话。 4. collaborating to plan a class excursion focused on an environmental activity, by choosing a location, deciding on an environmental project to undertake, and selecting a guest speaker to enhance their learning experience 5. creating posters to promote activities among young people in Chinese communities within and beyond the school, for example, a language and culture club, sporting team 6. providing feedback using metalanguage to support peers, for example, editing each other's written or spoken texts and work samples and justifying reasons for editing or changing text 7. creating resources to help others such as a set of helpful hints for new Chinese-speaking students or students starting school, travelling to China for the first time, or teaching a skill step-by-step 8. conducting interviews with Chinese-speaking community members on various topics such as migration, life experiences in Australia, career choices, family history and preparing a presentation using digital tools and apps 9. preparing and organising a learning activity such as 小老师课堂 to engage peers, and contributing to discussions to share information drawn from a range of sources such as documentaries and personal sources, for example, 昨天让大家采访一下家人，来帮助我们谈谈中国的方言。你们都采访了谁？ | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| interpret and analyse information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9LCH8C03 | 1. accessing information from a range of sources and responding with a personal action or opinion such as每个家庭都应该回收垃圾以保护环境。 2. using strategies to understand and respond to texts, for example, identifying the gist of a range of texts such as articles, conversations with familiar adults, TV advertisements or documentaries, to inform self and others on topical issues, for example, 健康生活 3. accessing a range of digital and other texts such as books, web pages, documentaries, news items or interviews, to collate and present information about aspects of Chinese and Australian lifestyles, for example, creating a multimodal presentation on Chinese teenagers’ fashion and tastes in music 4. listening to, reading or viewing First Nations Australian authors’ stories in English and writing a summary or report in Chinese 5. researching a topic by considering what information is needed, using Chinese search engines to access a range of sources of information online, and choosing the most suitable sources, for example, 这个网站看上去像正规网站吗？ 这个网站是官网吗? 6. responding to a narrative by writing and performing a simple speech by a main character, demonstrating empathy 7. identifying differences between language use in formal interviews and speeches and that in everyday conversations and replicating this in their own speeches or conversations such as你怎么看？你觉得呢？ 8. listening to, viewing and reading a range of texts, including multimodal and digital narratives such as cartoons, films, comics, stories, poems and songs, and discussing responses to themes, messages and plot, for example,《井底之蛙》,《铁杵磨针》 9. reading a range of imaginative texts from other cultures, keeping a reading journal 读书笔记 to record understanding and own responses, and participating in class discussions about texts such as 《小王子》 and 《安徒生童话选》 10. comparing humour in Chinese comedies with Australian/Western expressions of humour, for example, comparing comedies by 李雪琴withMr. Bean and discussing personal responses | |
| interpret and translate non-verbal, spoken and written language to convey meaning in a range of familiar and unfamiliar cultural contexts  AC9LCH8C04 | 1. identifying the challenges of translating some concepts, for example, 龙的传人, 别客气, and developing strategies to overcome these; discussing, for example: What is lost in translation? Why can’t we just translate word for word? Why does context matter? 2. understanding how to convert informal spoken language such as你们都晓得into formal register to suit particular purposes and audiences, and experimenting with formal expressions such as 大家都知道...,你们都知道... 3. interpreting for visitors from diverse backgrounds, applying strategies such as clarifying, rephrasing and explaining when mediating cultural concepts 4. comparing choices of language and behaviours when communicating in Chinese and English, explaining the modifications they make and why, for example, being indirect when making refusals in Chinese-speaking contexts such as是的，我不能保证。我可能会再看一遍。我也喜欢这个礼物，但是... or using both hands when giving something to show respect 5. developing Chinese glossaries to accompany English texts such as 天气预报/weather forecasts, 关于自然的纪录片/nature documentary, 卡通/cartoons, 旅游博客/ traveling blog or 民间故事/folk tales 6. discussing and amending inaccurate translations of public signs or notices in China and in Australia, for example, 小心地滑/carefully slide, 有害垃圾/evil rubbish 7. using Chinese dictionaries to enhance understanding of subtle differences in how and when words are used, and applying this knowledge to interpret meanings in texts and interactions 8. composing bilingual texts, for example, menus for Chinese restaurants with footnotes in English, and public signs and notices for Australian and Chinese-speaking contexts, paying attention to aspects of culture 9. reflecting on and explaining which words, expressions or gestures should or should not be used when interacting with Chinese speakers or speakers of other languages, for example, hugging someone in greeting or making or avoiding eye contact during conversation | |
| **Sub-strand: Creating text in Chinese** | | |
| create and present spoken, written and multimodal informative and imaginative texts, manipulating language to suit context, purpose and audience  AC9LCH8C05 | 1. producing multimodal presentations using tables, maps, charts or graphs from data and statistics to deliver information for various purposes and audiences, for example, developing an information kit about the local region for Chinese-speaking visitors 2. producing a poster or digital brochure using persuasive language to promote aspects of life in a Chinese-speaking region or country based on research and/or own lived experiences 3. creating spoken or written texts such as an advertisement promoting travel, tourist brochure or itinerary for young Australian travellers to a Chinese-speaking region or country, supplying key words, phrases, and information about cultural practices, for example, 请开车送我去餐厅/酒店/机场。去机场前，请一定要带上护照 4. writing a journal entry, or contributing to a school newsletter in Chinese reflecting on the impact of a visit to a First Nations Country/Place location, and, with permission, referring to cultural knowledge of the site’s significance 5. creating captions, commentaries or subtitles for short video clips or slideshow presentations of intercultural experiences such as going on a holiday, attending a wedding ceremony, giving or accepting a gift, or informing Chinese-speaking peers and community of school or cultural events 6. creating jingles or songs to well-known or original tunes to entertain peers or a younger audience, for example, choosing a tune from a famous pop song and using key language to create a new song 7. adapting stories or films to new settings and contexts, imagining how characters might behave and react in different contexts and times 8. creating the next scene, a new character for Chinese imaginative texts such as a folk tale, short story, drama or film, for example, 《长江七号》 9. creating written and multimodal narrative accounts of the life experiences of major historical figures or characters from literature, for example, 诸葛亮, 孔子和他的弟子 10. collaborating to prepare and present short dramatic or humorous performances that reflect situations or experiences drawn from their own Chinese cultural environment such as generational and cultural differences encountered at home 11. developing drafting and editing skills in own writing of informative and imaginative texts, considering stylistic and creative features | |

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| **Strand: Understanding language and culture** | | **Years 7–8 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply tone-syllables, intonation, stress and phrasing to develop fluency in responding to and creating texts in a range of contexts  AC9LCH8U01 | 1. listening to short interactions between unfamiliar voices at diverse speeds or levels of clarity to develop auditory and comprehension skills 2. developing tone discrimination and identifying subtle differences in pronunciation, including variations in regional accents, for example, distinguishing between *qing* and *qin, lou* and *rou*, *liang* and *lan*, *shi* and *si*, and *lan* and *nan, fu* and *hu* when listening to interactions 3. differentiating pronunciation changes with 多音字, for example, 两行字, 自行车 4. comparing own Chinese speech patterns with Chinese pronunciation, and making adjustments to their pronunciation, intonation, stress and fluency as necessary 5. practising ways in which tone varies according to setting and context, for example, saying the same sentence in different tones to change the meaning such as being friendly/unfriendly, respectful/ironic, sincere/sarcastic 6. noticing and describing differences in accent when listening to Chinese speakers from diverse regions | |
| apply knowledge of character form and function, sentence structures, syntax, and writing system features to infer meaning and to compose a range of texts  AC9LCH8U02 | 1. using knowledge of components to select a character from options when inputting Chinese in a digital text 2. categorising words containing a common morpheme to understand the relationship between morphemes and specific word meanings, for example, using Chinese dictionaries to explore the range of words created from common character morphemes such as 情 in 情感,情趣,情形 and 性 in 性能,性别,性格 3. applying knowledge of morphemes to create new words and confirming combinations by using dictionaries or online tools, for example, 运动场,马场,老师,调酒师 4. understanding and applying punctuation in writing, or adhering to punctuation conventions in reading, for example, full stops, commas, exclamation marks, brackets, apostrophes, speech marks and question marks; noting that there is no 顿号 in English 5. understanding elements of Chinese grammar such as word order and sentence construction, for example, analysing Chinese-specific grammatical structures and features such as 把 structure, and passive voice using 被 6. understanding and using verbs to express modality such as应该,需要,必须, for example, 你应该努力学习。我们需要呼吸空气。学生必须穿校服。 7. comparing how tense is expressed in Chinese, for example, 了 to indicate completion; 过 to indicate the experience; 想/要to indicate intention; verb negation 没有 to indicate incomplete past; and 正在 to indicate action in progress 8. recognising the purpose and effect of exclamatory sentences as opposed to statements, for example, the statement你今天来得可真早。simply states that you came to school early today, while the exclamatory sentence你今天来得可真早! may suggest surprise or irony 9. constructing a range of sentences in affirmative, negative, interrogative and imperative forms for different purposes, for example, 太好了！快点！为什么这么慢？天冷！ 10. recognising differences in Chinese and English responses to negative tag questions to avoid misinterpretation, for example, in Chinese the response to the question你还没做功课，是吗？’You haven’t done your homework, have you?’ would be是的，我还没有做。’Yes, I haven’t’, while in English it would be ‘No, I haven’t’ | |
| reflect on and explain similarities and differences between Chinese and English language structures and features, using metalanguage  AC9LCH8U03 | 1. extending understanding of metalanguage about a range of textual features in Chinese and English such as paragraphing, using conjunctions to sequence and link ideas for cohesion, for example, 总而言之 2. identifying and comparing language features in Chinese and English texts, for example, use of first-person point of view and descriptive and emotive language in personal recounts and diary entries 3. teaching younger students or non-Chinese speakers about some key differences between Chinese and English language, using support resources such as flash cards, diagrams, charts or tables 4. applying understanding of key features of familiar types of Chinese and English texts to understand unfamiliar content, for example, in digital and print public announcements, commercials, advertisements or itineraries 5. exploring the way content is developed in different types of texts in Chinese and English, and how ideas and information are structured, for example, identifying headings, paragraphs, topic sentences, elaborations, topic/idea shifts 6. reading samples of formal texts such as informative reports or short news articles, and identifying how the language use compares to their own everyday speech 7. exploring metaphorical and literal meaning in Chinese and English texts, for example, 她的脸红得像苹果一样。 | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and explain how their own and others’ identity is shaped by language(s), culture(s), attitudes, beliefs and values  AC9LCH8U04 | 1. considering how attitudes, beliefs and values can be reflected in language and gesture, for example, in everyday conversations or as seen on television programs such as standing up out of respect when a senior person enters the room or the senior person eating first, for example, 请坐！您先请！ 2. reflecting on the influence of Chinese culture on own communication style, for example, discussing whether they modify their communication style when interacting in English-speaking contexts such as with siblings, calling them by name instead of by their titles as in Chinese, 哥哥，姐姐 3. reflecting on participation in cultural events, noting similarities and differences in how practices change in a different contexts and regions, for example, 我们家不过中秋节，因为大家都觉得不太重要。母亲节那天我们全家去爷爷奶奶家一起吃饭。 4. examining, in English or Chinese, how First Nations Australians’ languages have strong connections to Country/Place and how these can be compared with language variation across Chinese-speaking communities 5. comparing cultural elements reflected in language use and social norms such as body language, volume of voice, the use of personal space and silence in different cultural contexts and exchanges 6. recognising that some Chinese social behaviours may be misinterpreted as lack of courtesy, for example, smiling instead of saying thank you, or not opening gifts straight away in front of guests 7. developing self-awareness of possible stereotyping during interactions, being sensitive and considerate when asking questions to avoid offence to others 8. discussing how family origins reflect the use of language, for example, mixing Chinese with English while speaking to another speaker of Chinese我和朋友经常说汉语时夹着英语，但是我姥姥听不懂英语，我就会想想全部用汉语该怎么说。 | |

Years 9–10 (F–10)

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| **Band level description** |
| In Years 9 and 10, Chinese language learning builds on each student’s prior learning and experiences. Students use Chinese language to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read, view and write to communicate with speakers of Chinese locally and globally through authentic community and online events. They may raise awareness of, and facilitate class involvement in, local community events. They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.  Students access an increasing range of authentic and purpose-developed resources which may include traditional and contemporary literature, textbooks, audio and video clips, feature articles, television programs and social media. They may source resources from their local and global communities to share with peers. They expand their knowledge and control of Chinese pronunciation, intonation, structures and features. They acknowledge that language and culture shape identity and these influences can shape their own behaviours, beliefs and values. |
| **Achievement standard** |
| By the end of Year 10, students contribute to and extend interactions in Chinese language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They enhance the overall meaning and cohesion of their spoken and written texts through the strategic use of language structures and features.  Students incorporate the features and conventions of spoken Chinese to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Chinese texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Chinese, to evaluate how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in Chinese** | | **Years 9–10 (F–10)** |
| **Sub-strand: Interacting in Chinese** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate, sustain and extend exchanges in a range of contexts, responding to ideas, opinions and perspectives  AC9LCH10C01 | 1. initiating and sustaining conversations to share issues from the wider Chinese-speaking community such as global warming, for example, 现在全球气候变化明显，作为年轻人，我们应该怎么办？ 2. asking and responding to open-ended questions about promoting Chinese-language learning, for example, 如何通过学习中文对我们社区未来的发展做出贡献？ 3. sustaining communications in a wide range of contexts such as meetings or phone calls, for example, 这次我们社区植树日怎么安排才能让更多志愿者加入？ 4. using analytical language to discuss and evaluate aspects of rules and regulations, for example, 因为学校停车位有限，所以请家长们在高峰时段接送孩子时，使用两分钟上下车快速通道。 5. using digital resources to maintain contact, express concerns or make enquiries such as applying for visa or scholarship, for example, 我收到了中国一个大学的留学邀请，请问申请中国签证有什么流程？ 6. confirming understanding and requesting clarification, for example, 在前方第二个丁字路口左转，对吗？那里有什么路标吗？ 7. contributing to discussions, and dealing with potential conflicts, for example, 其实他刚才说得不无道理，大家看要不...怎么样？ 8. writing to different audience in a wide range of contexts to address real life issues, for example, 尊敬的议员，我希望对市政府最新颁布的一些规定提出我的一些看法和建议... | |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare cultural experiences  AC9LCHC10C02 | 1. planning and making arrangements for group activities such as itineraries of school trips, for example, 这次去香港的航班，酒店和通勤安排如下，大家看看有什么建议？ 2. collaborating to create multi-modal presentations for various audiences, for example, making a presentation about the impact of social media on the lives of young people (specify audience) 3. organising authentic cultural experience for school or local community such as 多元文化日 and collaborating with Chinese-speaking peers, for example, 这次活动内容很多，我们先分一下工怎么样？ 4. promoting cultural activities for local community such as a wellbeing day for people from diverse backgrounds, for example, 本次健康日活动包括太极、瑜伽、冥想、和茶道等活动，适合各种文化背景。 5. creating a collaborative blog about Chinese-learning experiences such as tips, achievements and challenges 6. evaluating and providing feedback on peers’ blogs using direct editing, comments or verbal feedback with justifications 7. creating multi-modal resources such as vlogs for different scenarios to help Chinese learners at various levels or cultural backgrounds 8. collecting data from Chinese-speaking communities on various topics such as number of family members or length of time in Australia, and making multi-modal presentations with graphs, tables, and video footages using digital tools and apps | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| analyse and evaluate information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LCH10C03 | 1. analysing the effectiveness of actions, and evaluate against own perspectives on current issues such as environmental protection or recycling, for example, 我认为我们的家垃圾回收还需要在以下几个方面多加改进 2. using various communicative strategies such as public speaking, debating or negotiating to respond to a variety of text types or topics, for example, 虎妈教育的利与弊 3. accessing a range of formal text types such as emergency evacuation procedures at school, school uniform or excursion policies and developing specific formal documents in Chinese to suit the needs of own school, or community 4. listening to or reading a First Nations Australian’s stories and, in Chinese, presenting or writing a reflective personal response 5. researching a range of resources and citing references in Chinese and evaluating the validity, reliability and credibility of the sources, for example, 这组数据虽然来自...官方网站，但是年份太久远，所以... 6. roleplaying a modified scene from a Chinese movie, drama or story in groups to improve fluency and demonstrating cultural knowledge 7. analysing key elements of language used in successful interviews, applying strategies in simulated scenarios, and evaluate each other’s performance 8. analysing the plots and personalities of key characters in a story, and recreating or extending the story, for example, 请为井底之蛙的故事写一个续集。 9. reading extracts or modified versions of classical Chinese literature such as plays, poems, novels or prose, and writing reflective responses 读后感 to share with peers | |
| interpret and translate a range of non-verbal, spoken and written texts, and justify how meaning is conveyed to reflect cultural context, purpose and audience  AC9LCH10C04 | 1. applying strategies to overcome challenges in translation of culturally unique concepts, for example, 直译and意译 2. demonstrating politeness, respect and formality in a range of cultural contexts such as manners in dining, handshaking and exchanging business cards, for example, 您好，王先生，这是我的名片,请您收下。您今天的款待让我们感到非常荣幸。 3. interpreting puns, idioms, humour or sarcasm between Chinese and English, applying strategies and using examples to clarify meanings 4. applying verbal and nonverbal communication strategies and justifying own actions and reactions in various social scenarios, for example, leaving the seat facing the door to the eldest and use 请上座 5. creating and developing multi-modal Chinese resources such as educational blogs or vlogs with bilingual subtitles in relation to curricular or extracurricular activities 6. discussing and explaining malapropisms and translate them accordingly so that hidden meanings are translated, for example, 呕像（偶像）,歪果仁 （外国人） 7. using online tools such as dictionaries and translation apps to enhance understanding of emerging new words or expressions and applying this knowledge to interpret meanings in texts and interactions 8. composing multimodal bilingual texts for a range of audiences, for example, vlogs with subtitles, paying attention to aspects of culture | |
| **Sub-strand: Creating text in Chinese** | | |
| create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, sentence structures and textual features and conventions to engage different audiences  AC9LCH10C05 | 1. producing evaluative writing in Chinese, for example, providing written feedback in Chinese on an information kit about the local region 2. debating, or writing a text or speech, on a range of topics using persuasive language, for example, analysing and evaluating the pros and cons of digital tools 3. creating multimodal bilingual texts such as a cultural awareness training information kit for the local government, comparing the cultural practices between Australia and the Chinese speaking country 4. reflecting on the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations’ Australian, to present in Chinese for a group of Chinese-speaking visitors at a school assembly 5. creating a range of procedural texts in Chinese such as evacuation protocols, lab operation checklists, or scholarship application procedures 6. creating texts in Chinese for school newspaper or magazine, for example, reports on a school excursion to a museum or multi-cultural event 7. identifying the morals or insight of a chosen story to produce an evaluative response in Chinese, for example, 我们可以从这个故事里学到... 8. creating own imaginative stories about self, for example, 如果今天我是校长... 9. creating written and multimodal narrative texts of a local or historical organisation in a logical sequence and structured way, for example, 金矿镇的故事 | |

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| **Strand: Understanding language and culture** | | **Years 9–10 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply features and conventions of spoken Chinese to extend fluency in responding to and creating texts appropriate to contexts, purposes and audiences  AC9LCH10U01 | 1. delivering authentic speech to a range of audiences, for example, a welcome speech to international visitors with the appropriate intonation and stress 2. analysing a dialogue or a text, identifying the tone patterns and rhythm and developing own texts with similar features, for example, 我长得虽然有点歪，但我跑起来可真快，如果你不信，那就跟我来，我保证让你目瞪口呆！ 3. developing strategies to understand meaning when listening to diverse regional Chinese accents, for example, inferring meaning from context 4. comparing own Chinese speech patterns with a range of accents, and creating talk show scripts using different accents 5. watching a range of Chinese performances such as 山东快书 and perform own version to the class addressing the variation of tones, stress and rhythm analysing the similarities and differences between accents, and making necessary adjustments when communicating with different audiences | |
| apply knowledge of character form and function and complex grammatical features and structures to predict meaning and to compose a wide range of texts  AC9LCH10U02 | 1. using knowledge of components to look up new characters in print dictionaries and using the characters in own writing 2. exploring the changes of meaning of the same characters in different contexts and use them in own expressions, for example, 你这是什么意思？ 这是我的一点小意思。 3. predicting meanings of complex characters using knowledge of pictographs, for example, 鬣,鳜,鲷,麋 4. applying knowledge of characters and functions to compose a wide range of texts, for example, 山水, 山山水水, 山清水秀 5. applying knowledge of punctuation in a range of complex texts, for example, using the book title punctuation marks《》, inverted commas for sarcasm, brackets for further explanations, and ellipses to indicate hesitation 6. applying knowledge of characters with multiple meanings, modal verbs, and auxiliary verbs in a range of texts 7. applying knowledge of tense in Chinese in a range of formal or informal text types for a range of audiences and purposes such as diaries, reports and plans 8. responding appropriately to a range of stimuli with different purposes such as sarcasm, exclamatory sentences or factor statements, for example, 您过奖了! 9. identifying how various sentence structures are used to convey messages effectively and responding to a range of stimuli such as TV program or talk show using complex sentence structures | |
| analyse a range of Chinese texts, using metalanguage to explain linguistic, textual and cultural elements  AC9LCH10U03 | 1. analysing linguistic features, using metalanguage such as double negatives and parallel sentences, to identify different purposes of texts, for example, 不无道理, 努力努力再努力 2. analysing a range of text types and explaining how different language features used may suit different purposes in a certain culture context 3. analysing and categorising cultural and linguistic elements in Chinese expressions, for example, the use of measure words 4. comparing key features used in formal and informal contexts in Chinese and English, for example, explaining how information is exchanged using culturally-accepted terms in business letters and emails 5. analysing the way content is structured in a range of Chinese texts, and explaining how ideas and information are conveyed, for example, explaining how the heading, paragraphs and conclusions are sequenced to achieve coherence 6. analysing the use stylistic devices such as 夸张, 比喻, 拟人, 排比, 反问, 设问 in a range of written texts and evaluating the effectiveness of such devices | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| reflect on and evaluate how their own and others’ identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating  AC9LCH10U04 | 1. reflecting on how own identity is shaped by the attitudes, beliefs and values, religions and languages used every day, for example, comparing different ways of greeting, expressing congratulations or condolence 2. showing how the use of titles indicates respect or formality in Chinese compared with Australian culture, for example, 王老板, 李师傅, 张老师, 陈经理 3. indicating the impact of globalisation on cultural changes and own identity and beliefs, for example, 男尊女卑的时代早就过时了。 4. reflecting on and explaining the content and significance of the Acknowledgement of Country/Place with a First Nations’ Australian, to a group of Chinese-speaking visitors at a school assembly 5. demonstrating the impact of loan words and internet language on the changes of modern languages and culture such as 粉丝, 艾特 6. reflecting on how non-verbal cultural behaviours such as dress codes, affects communication between different cultural settings 7. discussing the advantages or disadvantages of prior knowledge of own language and culture in communications in a blog, speech to the school assembly or to Chinese-speaking visitors |

CHINESE for BACKGROUND LEARNERS/FIRST-LANGUAGE LEARNERS

CURRICULUM ELEMENTS

Years 7–8 (Year 7 entry)

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| **Band level description** |
| In Years 7 and 8, students may be formalising their background knowledge or extending prior knowledge of Chinese language. This will be influenced by the extent of students’ learning and experiences of language learning. Students use Chinese to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom, including within their family and in their local community. Listening, speaking, reading, viewing, and writing activities are supported by scaffolding, modelling and feedback as required. Background and first-language learners may work collaboratively to facilitate learning.  Students access authentic and purpose-developed spoken, written and multimodal resources which may include traditional and contemporary stories, conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They may source texts and other resources from their local community to share with peers. Students use their English and/or Chinese literacy knowledge of metalanguage to reflect on similarities and differences between Chinese and English language pronunciation, structures and features. They understand differences between using the Roman alphabet in English, and in using Pinyin, and characters in Chinese, including the use of tones and how they affect pronunciation and meaning. They recognise that language choices reflect cultural identity, beliefs and values. |
| **Achievement standard** |
| By the end of Year 8, students use Chinese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and use familiar gestures, questions and instructions in exchanges. They understand relationships between spoken and written forms. They interpret and analyse information in texts and translate non-verbal, visual and contextual cues to help make meaning. They respond in Chinese or English, and demonstrate understanding of context, purpose and audience in texts. They manipulate language and grammatical structures to create spoken and written texts by employing various techniques such as word choice and sentence structure appropriate to audience, context and purpose. Students apply their knowledge of script conventions in written texts.  Students apply tones, pronunciation and intonation in spoken Chinese. They use Chinese conventions and rules for non-verbal, spoken and written communication. They compare aspects of Chinese and English language structures and features, using metalanguage. They reflect on and explain that the Chinese language is connected with culture and identity, and that this connection is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Chinese** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Interacting in Chinese** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate and sustain exchanges, related to students’ experiences and perspectives  AC9LCH8EC01 | 1. initiating and sustaining conversations in a culturally appropriate way to share personal interests such as hobbies and future plans, 你知道我今年冬天要去哪儿吗？去雪山滑雪吧！(BL), or justifying preferred Chinese television series, for example我认为这个电视节目很适合中学生，因为... (L1) 2. clarifying or paraphrasing teacher’s instructions when needed, and responding to teacher’s questions with actions or answers, for example, 老师， 请您再说一遍好吗？我明白了。(BL) 老师，您的意思是...? 我现在懂了， 您的意思是...(L1) 3. expressing preferences, stating reasons and making sure that other participants are included in an interaction, for example, 我开始对原住民的艺术感兴趣了，因为...，我去过法国，你呢? 4. engaging in class discussion by responding to questions and expressing agreement and/or disagreement in a culturally appropriate way, for example, 虽然你说的不错，但是... (BL) 你讲得似乎有些道理，但是我想说的是... (L1) 5. exchanging emails, using modelled language if required, that highlight school, home or social activities (BL) or outlining opinions on local issues (L1) using appropriate format, for example, 亲爱的老师， 我很高兴能够参加今天的澳大利亚清洁日活动，因为... (BL) 我还从中学到了...，所以这是一次非常有意义的活动。(L1) 6. responding to invitations to participate in personal celebrations, including accepting and declining in appropriate ways, for example, 谢谢你告诉我， 我一定会去 。(BL) 谢谢你的邀请, 但是我不能参加你的 生日聚会。(L1) 祝你生日快乐! (BL&L1) 7. sharing information with peers in Chinese-speaking communities in face-to-face and online conversations about their life experiences, for example, 我现在在一个羽毛球俱乐部打球,认识了不少朋友， 挺开心的。(BL) or在中国上小学时，我参加了汉字知识大赛，提高了我的汉字认知能力，还丰富了我的中国文化知识。(L1) 8. maintaining contact with friends and recording events in everyday life by keeping a daily or weekly online journal or blog, recording highlights of school or home life and leisure activites, for example, 今天我做了体操，很累。(BL) or comparing and reflecting on daily life in China and Australia与中国相比，澳大利亚的生活似乎更悠闲，但是有时也会让人感到无聊。(L1) 9. exchanging information about special events or special community celebrations, for example, 今年春节我去了中国，爷爷给了我一个大红包。 | |
| engage in activities that involve planning, transacting and negotiating with peers using a range of phrases, structures and sentences  AC9LCH8EC02 | 1. planning a Chinese cultural day to support cultural diversity within the school or local community, deciding on ways to promote the event such as creating a video to share the main details of the event (BL) to explain the reasons for the event (L1) 2. collaborating to create displays, presentations or performances for family, friends or school community to showcase Chinese learning such as singing a song in Chinese (BL), or reciting a poem and explaining the content and context (L1) 3. producing bilingual versions of school promotional materials to assist the Chinese community to engage with school activities, for example, a school fete, principal’s tour, sister school visit, or a school sustainability project 4. making real or simulated transactions such as purchasing goods or requesting services,bargaining on price or planning an itinerary, for example, 请问去中国上海旅行的费用可以打折吗？(BL) 如果有更优惠的价格， 我可以考虑...。 (L1) 5. negotiating with peers on access to goods and services, and making decisions based on collective opinions, for example, 我喜欢那个...你喜欢... 所以，我们应该... 6. designing an ‘ideal school’ in groups, using research (BL) and own experiences (L1) to compare aspects of education in Australia and Chinese-speaking regions, for example, Chinese schools usually offer nap time and encourage students to practise eye exercises 7. organising a class or school celebration such as the Spring Festival or Mid-Autumn Festival, explaining cultural practices to peers, and comparing with practices in multicultural Australian festivals 8. providing feedback, using metalanguage, to support peers, for example, editing each other's written or spoken texts and justifying reasons for changes 9. creating resources to help others such as a set of helpful hints for school such as getting to school or planning homework (BL) or summarising content from another learning area such as social science (L1) | |

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| **Sub-strand: Mediating meaning in and between languages** | |
| locate and process information and ideas in a range of spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience  AC9LCH8EC03 | 1. listening for key facts in spoken or recorded texts such as phone messages, announcements or discussions, and using note-taking strategies in Chinese or English, for example, writing minutes of group discussions (BL) or notes during a debate (L1) 2. listening to official broadcasts such as a weather forecasts or traffic advice (BL) or severe weather warnings or evacuation orders (L1), and identifying key points of information 3. accessing information related to understanding their own experiences as Chinese students in Australia by searching both Australian and overseas digital media such as Chinese search engines, to develop advice and support for new students arriving at their school 4. listening to, reading or viewing First Nations Australian authors’ stories in English and taking notes of the key details in Chinese (BL) or writing a summary or report in Chinese (L1) 5. gathering information about aspects of Chinese-speaking regions, for example, weather, local industry and daily life, and using the information in new ways, for example, creating a poster or multimodal presentation about an area to promote as a travel destination (BL) or to introduce an aspect of unique culture found there (L1) 6. accessing a range of digital and other texts such as web pages and short video clips, to collate and present information about aspects of Chinese and Australian lifestyles, for example, researching Chinese teenagers’ fashion (BL) or social media in China and Australia (L1) and preparing notes for a discussion 7. evaluating possible resources in Chinese before undertaking a research project and choosing the most suitable sources, asking, for example, 这个网站看上去像正规网站吗？ 这个网站是官网吗? 8. viewing segments of texts such as popular music videos or television shows in Chinese from various sources of media and expressing personal opinions on aspects of the segment, for example, commenting on the style of a music video (BL) or discussing the humour used in a comedy show (L1) 9. reading a range of imaginative texts, keeping a reading journal 读书笔记 to record understanding and own responses, and participating in class discussions about texts such as 《乌鸦喝水》(BL)《安徒生童话选》(L1) |
| apply strategies to interpret, translate and convey meaning in familiar and some unfamiliar non-verbal, spoken and written cultural contexts  AC9LCH8EC04 | 1. using language to reflect formality appropriate to context such as尊敬的老师 when addressing the audience for a speech (BL), or converting informal spoken language into formal register for example, 我想跟你聊聊。to 我想和您商谈一些事情。(L1) 2. discussing cultural connotations of words that express emotions such as 幸福 versus ‘happy’; 怎么回事? versus ‘What’s wrong?’ 3. acting as interpreter for Chinese-speaking or English-speaking visitors, applying strategies such as clarifying, rephrasing and explaining when mediating cultural concepts 4. applying strategies to translate idioms, fables or stories that cannot be translated directly without cultural context from Chinese or English, for example, ‘Cinderella’ or《守株待兔》 5. reading bilingual children's stories and identifying expressions in both Chinese and English that illustrate words or phrases that cannot be translated directly 6. producing own bilingual texts, for example, interpreting concepts learnt in other learning areas to help Chinese-speaking peers understand course content (BL), or discussing content from a school textbook in Chinese and comparing it with Chinese school textbook to consolidate their learning (L1) 7. using a range of resources to assist in creating a Chinese translation of an English language text, exploring the functions of print and digital translation tools and discussing their strengths and weaknesses, for example, using English to Chinese dictionaries, Chinese grammar books or apps 8. interpreting the main theme with teacher support if required (BL) or detail (L1) of Chinese poems or songs and explaining the message, considering the historic background, for example, 《静夜思》 9. identifying features of communication in Chinese that are interpreted differently when applied in English communication such as deflecting a compliment instead of saying thank you, for example, 哪里，哪里 10. applying translation strategies and re-writing lyrics into Chinese of English songs (BL), or story lines for children’s plays (L1) |
| **Sub-strand: Creating text in Chinese** | |
| create spoken, written and multimodal informative and imaginative texts, using appropriate characters and/or Pinyin, vocabulary, expressions, sentence structures and textual conventions to suit purpose and audience  AC9LCH8EC05 | 1. creating digital presentations, combining with sound, voice and music, for example, a story about local action such as cleaning up a beach (BL) and then explaining how this will benefit the ocean (L1) 2. producing a poster or a digital brochure using graphics, photographs and illustrations for a cultural event in China or Australia such as the Lantern Festival or Harmony Day (BL), or describing the area where they lived in China or Chinese-speaking country, including detail such as pros and cons of living there (L1) 3. creating texts depicting the experiences of Chinese-speaking people in Australia, for example, a short interview conducted with an older member of the local Chinese community (BL) or writing a short narrative reflecting a Chinese person’s adjustment to life in Australia (L1) 4. writing a journal entry, or contributing to a school newsletter in Chinese reflecting on the impact of a visit to a First Nations Country/Place location, and, with permission, referring to cultural knowledge of the site’s significance 5. developing material to explain a procedure or practice, for example, a recipe, a tutorial on the rules of a sport or game (BL) or making lanterns or Tai chi practice (L1) 6. creating subtitles to match short video clips or descriptions for presentations of intercultural experiences such as going on an overseas holiday, giving or accepting a gift or for informing peers and school or local community about a cultural event 7. composing songs, jingles or video clips to promote real or imagined Australian products for a Chinese market or vice versa 8. writing and performing role plays using alternative versions of cultural stories incorporating voice, rhythm and gesture to animate characters, or using support materials such as drawings or story maps to create visual contexts, for example, 《嫦娥奔月》or《后羿射日》 9. creating an original story based on modelled common expressions and phrases (BL) or from idioms or quotations from traditional literature such as狐假虎威，or 三人行，必有我师焉 from《论语·述而》(L1) |

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| **Strand: Understanding language and culture** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| use tone-syllables intonation, stress and phrasing to develop and enhance fluency in responding to and creating texts in a range of contexts  AC9LCH8EU01 | 1. exploring key features of Chinese phonology, examining the range of sounds and recognising how spoken syllables and tones are represented, for example, the tone of “不” and “一“ can vary based on context. 2. recognising the value of Pinyin romanisation to assist in distinguishing differences in spoken Chinese, to generate digital texts and to develop understanding of sound–symbol correspondences in characters, for example, using Pinyin input to type Chinese characters for spoken scripts 3. recognising and discriminating between homophone in Chinese, for example, 是 and 室, and enhancing fluency by practising tongue twisters (BL) or stand-up comedy (L1) in Chinese 4. identifying subtle differences in pronunciation in own and others spoken Chinese such as regional accents 5. performing Chinese poems such as五言绝句 (BL) or唐诗宋词 (L1), and experimenting with rhythm, voice, emotion and gesture to convey the intended sentiment 6. using dictionaries or digital tools to check the correct pronunciation of unknown characters to enhance fluency 7. preparing a mock lesson for beginner Chinese students about Chinese phonology 8. preparing a speech in Chinese and practising with Chinese-speaking family members (BL) or performing for a specific audience such as the local Chinese-speaking community (L1) | |
| use components and/or characters, sentence structures, syntax and writing system features to infer meaning and to compose and respond to familiar and some unfamiliar texts and contexts  AC9LCH8EU02 | 1. identifying the nature of components, and their arrangement and function in a range of characters, for example, fire火/ 灬 and heart 心/ 忄components (BL), and comparing the components against their traditional counterparts such as饣and飠(L1) 2. applying rules of stroke direction and stroke order when writing characters, paying attention to details such as length of a stroke (BL), and exploring running writing styles such as 行书，草书 where variation of stroke order may occur (L1) 3. using digital tools to write unknown characters and to assist with stroke order 4. identifying the possible placement of specific radicals and components in compound characters such as找，提，挑，打, for example, the placement of 扌 on the left-hand side, through digital or board games (BL), or exploring replacement using traditional character components (L1) such as 金字旁，錢，鎖 5. examining the relationship between characters in a word, identifying subtle differences in meaning to enhance their own communication, and determining the appropriate context for related words such as 帮忙 and 帮倒忙 6. recognising differences between characters of similar appearance, for example, spot the difference between巳 and 已, or spot the 错别字, and explore their meanings 7. analysing how words containing a common morpheme are related, for example, how 乘 is used in 乘车, 乘机and 乘法 8. using punctuation conventions such as full stops, exclamations marks and question marks to express different meanings, for example, adding punctuation marks to 小猴子找不着爸爸妈妈很着急 (BL) or identifying and explaining the difference between 小猴子找不着爸爸，妈妈很着急。and 小猴子找不着爸爸妈妈，很着急。(L1) 9. joining, contrasting and sequencing using a range of cohesive devices and exploring ways of extending, sequencing and elaborating ideas through the use of connectives, conjunctions and subject pronouns, for example, 首先，... 其次, ... 再次, ... 最后, ... 10. constructing a range of sentences in affirmative, negative, interrogative and imperative forms for different purposes, for example, 太好了！快点！为什么这么慢？天很冷！(BL), or restating affirmative, negative and interrogative structures, for example, 你不会是想回家吧？versus 先别回家。(L1) 11. differentiating 同音词 based on the meanings of each morpheme, for example, in 走进 and 走近 and applying in own writing | |
| compare and explain similarities and differences between Chinese and/or English language structures and features, using familiar metalanguage  AC9LCH8EU03 | 1. discussing aspects of grammar using metalanguage in Chinese or English, for example, noun/名词，verb/动词, adjective/形容词, subject/主语, predicate/谓语, for example, discussing, 汉语名词的复数形式是什么？ 2. comparing different ways of sequencing ideas for different audiences and purposes, for example, a blog compared to an email (BL) or an argument in a speech or essay in Chinese and English, for example, 总起-分述-总结 (L1) 3. choosing expressions, phrases or sentences from texts that appeal to the reader and explaining their choices 4. reading samples of formal texts such as informative reports or short news articles (BL) or official letters (L1), and identifying how language use compares to their own everyday speech or informal texts 5. comparing the expression of ideas in diverse traditional and contemporary literary texts, for example, exploring the different ways in which the story of 孙悟空 is told in a cartoon (BL), film or TV show (L1) | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and explain how their own and others’ identity is shaped by language(s), culture(s), attitudes, beliefs and values  AC9LCH8EU04 | 1. discussing identity and cultural values reflected in language use, and how they influence interactions with others, for example adding the job title after the surname to show respect, such as 李医生，何老师，王校长 2. comparing key differences between a range of Chinese-speaking regions such as cultural traditions and beliefs, and considering how this diversity might impact the perspectives and values of Chinese speakers from these regions 3. explaining communicative practices that might be perceived differently in different cultures, for example, accepting a compliment in Chinese, saying 谢谢 might make one look 自大 4. examining, in English or Chinese, how First Nations Australians’ languages have strong connections to Country/Place and how these can be compared with language variation across Chinese-speaking communities 5. identifying ways in which their Chinese identity is reflected in their own values, beliefs, language and appearance 6. exploring how known languages influence their way of communicating such as differences in the use and frequency of ‘thank you’ 7. identifying elements of own community and identity, including involvement in cultural practices, choices of language, for example, using 回国 for returning to the home country 8. reading jokes or cartoons in Chinese and discussing how humour is conveyed through verbal and non-verbal expressions, and comparing how humour is interpreted in different cultural settings 9. discussing past or possible experiences of living in a Chinese-speaking country and how they feel about the lifestyle and practices compared with their lifestyle in Australia | |

Years 9–10 (Year 7 entry)

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| **Band level description** |
| In Years 9 and 10, Chinese language learning builds on each student’s prior learning and experiences. Students use Chinese to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read, view and write to communicate with other speakers of Chinese in local and global settings through authentic community and online events. Background and first-language learners may support each other in their literacy development. Students may raise awareness of, and facilitate class involvement in, local community events. They continue to receive guidance, modelling, feedback and support from peers and teachers.  Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include traditional and contemporary literature, textbooks, audio and video clips, magazines, online and print articles, and social media. They may source texts and other resources from their local and global communities to share with peers. They acknowledge that language and culture shape identity and that these influences can shape their own behaviours, beliefs and values. |
| **Achievement standard** |
| By the end of Year 10, students initiate and extend Chinese language to exchange and compare ideas, opinions, and experiences about their own and others’ personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They evaluate and synthesise information and ideas in texts and demonstrate understanding of different perspectives. They analyse and interpret information and respond in Chinese or English, adjusting language to convey meaning and to suit context, purpose and audience. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They enhance the overall meaning and cohesion of their written and spoken texts through the strategic use of language devices and structures.  Students apply features and conventions of spoken Chinese to extend fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Chinese, to discuss how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in Chinese** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Interacting in Chinese** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| initiate, sustain and extend exchanges in a range of contexts, responding to ideas, opinions and perspectives about their own and others’ personal worlds  AC9LCH10EC01 | 1. applying strategies to sustain face-to-face and online conversations, or to prompt feedback on alternative views in a polite way, for example, using open-ended questions such as大家觉得这个想法有什么好处？ 2. applying effective strategies in a debate, summarising key information and presenting a balanced and reasoned argument, for example, 听了大家的想法后， 我们也想说说我们的想法...(BL) 听了大家的想法后， 我们认为...or 我们的观点是... (L1) 3. sharing opinions and responding to a range of school-related topics such as extracurricular activities, and linking ideas to support a particular view, for example, comparing school rules and expectations in Chinese-speaking countries and in Australia我非常高兴我们都可以参加课外活动... (BL) 我认为无论是哪个学校的学生，每个学生都应该有发言权... (L1) 4. acknowledging strengths in others’ ideas and providing evidence to contradict, for example, 我同意他的想法， 因为... (BL) 我不完全同意他的观点， 因为... ( L1) 5. engaging with educational social media to document own experiences and achievements by posting a weekly journal or blog for others to read, for example, 校运会感想, 多元文化日有感 6. expressing apology, appreciation or gratitude in diverse ways, and comparing practices across contexts, for example, considering which term to use in various situations, depending on the relationship between participants 知道你要开生日会我很高兴，但是我不能去了。(BL) 真对不起，我不能参加你的聚会， 因为我星期日要...非常感谢你的邀请, 希望你玩得高兴！(L1) 7. interacting in spontaneous, hypothetical role plays relating to a range of contexts, for example, seeing a doctor, dealing with personal emergencies such as losing identification documents while travelling (BL) or participating in a mock interview for a part-time job or volunteer work, answering questions with detail (L1) 8. responding to a range of texts such as personal letters, emails, or job advertisements, for example, writing dot points of key skills and experience for a part time job (BL), or writing a cover letter for a part time job using detail to describe experience (L1) | |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare cultural experiences  AC9LCH10EC02 | 1. planning and facilitating live or online events such as trips or excursions to a Chinese-speaking community, and persuading others to get involved and contribute in different ways, for example, making a simple web page or promotional video clip 2. collaborating to create displays, presentations or performances for family, friends or school community to showcase Chinese learning such as reciting a poem and explaining its content and context in Chinese or English (BL), or presenting about a proposed sustainability initiative (L1) 3. using online and offline collaborative learning tools to produce bilingual versions of community initiatives, for example, road safety training, sustainability project, or crime prevention strategies 4. participating in virtual scenarios related to travelling to China, and negotiating booking, changing or confirming a flight, tours or accommodation, or exchanging currency, for example, 去徐州的火车票还可以便宜吗？ (BL) 我想买四张软卧， 可以用微信或者支付宝付款吗？(L1) 一澳元 可以换多少人民币？(BL) 澳币兑换人民币的汇率是多少？(L1) 5. collaborating to reach agreement in a culturally appropriate way such as equally contributing ideas for a student-led activity, for example, facilitating a Chinese chess club 6. negotiating possible sister schools they could connect with, discussing and comparing possible schools in Chinese-speaking regions, for example, considering country, rural or city schools, curriculum offered or existing connections in extracurricular activities 7. contributing to discussions about a range of social issues such as经济发展与环境保护, 中国式家庭教育to create a group presentation with a balanced view, supporting evidence, and elaborating on own cultural perspectives 8. collaboratively writing reports or articles in groups about topics such as the pros and cons of having a part-time job as a high school student | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| analyse and evaluate information, ideas and perspectives in a range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LCH10EC03 | 1. evaluating key messages in contemporary texts such as magazines, newspapers, websites or podcasts designed for Chinese-speaking high school students, and writing a review about the content 2. listening to or reading texts and analysing how language conveys meaning for example, commenting on rhetorical questions, irony or sarcasm in texts, for example, 你不会真想去参加铁人三项吧？or 这个歪果仁(外国人)中文说得真棒！ 3. applying understanding of news articles and other formal text types to create own response to contemporary issues in Chinese-speaking communities, for example, 人口老龄化 4. listening to or reading a First Nations Australian’s stories and, in Chinese, presenting or writing a reflective personal response 5. accessing a range of digital and other texts such as books, documentaries, or interviews, to collate and present information about current affairs, for example, creating a multimodal presentation on recycling, education in rural communities, and impact of social media on young people 6. analysing and evaluating information obtained from a range of sources including statistical data, quotations or research-based evidence to develop an overview on matters such as public health or safety, environmental pollution, population change, or rapid urbanisation 7. evaluating digital or print resources for reliability and referencing them appropriately such as researching popular careers in a particular society and giving a speech to justify choice, for example, 有一篇文章中说...( BL) 根据2022年搜狐网上有关未来职业的一篇文章... (L1) 8. exploring how different forms of entertainment are used to express or reflect contemporary issues, for example, analysing 春晚小品and how the topics are related to the trending events of the year 9. creating a simplified or a more detailed script in response to a movie such as a science fiction story, and using terms derived from the movie in their own script, for example, 《霹雳贝贝》《流浪地球》 10. identifying choices of words and phrasing that influence a reader’s response to texts such as language to persuade reader to endorse writer’s views and then applying this in own writing, for example, 难道不是每一个有良知的人都会认同吗？ | |
| interpret and translate a range of non-verbal, spoken and written texts, and justify how meaning is conveyed to reflect cultural context, purpose and audience  AC9LCH10EC04 | 1. comparing and discussing various Chinese translations of English words, phrases and expressions, for example, 勺子versus调羹, or 外公versus姥爷，外婆versus姥姥 2. identifying words used with specific assumptions, for example, gender 英俊 versus 美丽, significance 会见 versus 碰头, formality 光临 versus 来到 3. considering ways to translate Chinese culture-specific terms into English, for example, 中药和食疗, 上火, 大补 4. interpreting for Chinese and/or English speakers for events that require in-depth cross-cultural knowledge, for example, acting as an ambassador for Chinese-speaking visitors to the school 5. comparing idioms and colloquialisms across languages and identifying the challenges in mediating the cultural values embedded, for example, 胸有成竹/have a well-thought-out plan 6. comparing bilingual editions of stories or poems and discussing how authors and translators maintain the effect of stylistic devices across languages, for example, the use of metaphor 7. interpreting meaning in bilingual contexts and identifying challenges and potential issues in mediation, for example, mediating Chinese jokes to English speakers and vice versa 8. experimenting with translations of extended texts, using a range of print and digital dictionaries and translation tools or without assistance 9. comparing 褒义词, 贬义词 and 中性词 and the contexts in which they are used, for example, the differences between 聪明 and 滑头 10. examining recently introduced terminology and considering the reasons behind their development, for example, 破防, 元宇宙, 二次元 11. applying translation strategies in Chinese and English, for example, writing subtitles for English or Chinese programs and then checking translations with those available | |
| **Sub-strand: Creating text in Chinese** | | |
| create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, sentence structures and textual features and conventions to engage different audiences  AC9LCH10EC05 | 1. creating a presentation on an issue such as the current population policy in China and comparing with alternative opinions, for example, 有人说...也有人说...他们都不知道...所以... 2. producing multimodal presentations using tables, maps, charts or graphs from data and statistics to deliver information for various purposes and audiences, for example*,* using data and statistics about the benefits of electric cars to promote increased use in Australia or China 3. writing a narrative account of the life of a character from a books or movie, for example, 孙悟空/美猴王(Monkey King in Journey to the West) 4. reflecting on the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations’ Australian, to present in Chinese for a group of Chinese-speaking visitors at a school assembly 5. composing texts for events with specific audiences and purposes, for example, a presentation on a community recycling project or experiences from an exchange program (BL), and outlining common concerns or issues that may occur (L1) 6. creating a Chinese voice-over for a scene from an English language sitcom or collaborating to create a drama or comedy to depict their lives and the lives of other Chinese migrants in Australia 7. composing a script for a short play or video clip using descriptive language to set the scene and capture the imagination of the intended audience, for example, describing a busy morning in a Chinese town to potential travellers 8. composing and presenting a cultural exhibition or performance for members of the local Chinese-speaking community, for example, presenting舞龙舞狮 9. experimenting with ways of expressing ideas in formal contexts such as using objective rather than subjective language to recount events, for example, 袋鼠很多 compared with 我看到了很多袋鼠。 | |

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| **Strand: Understanding language and culture** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** *Students learn to:* | **Content elaborations**  *This may involve students:* | |
| apply features and conventions of spoken Chinese to extend fluency in responding to and creating texts appropriate to contexts, purposes and audiences  AC9LCH10EU01 | 1. listening to interactions between unfamiliar voices at different speeds or levels of clarity to develop auditory and comprehension skills and applying similar pronunciation to spoken texts, for example, reading a news story in a similar way as that of a news reporter 2. recognising and discriminating between unfamiliar homonyms in Chinese, for example, 加油（打气/补充油） and enhancing fluency by practising rap songs or stand-up comedy in Chinese 3. identifying regional variation in pronunciation and/or tone across different Chinese-speaking environments, for example, 和 pronounced *hé* in mainland China but can be pronounced as *hàn* in Taiwan 4. experimenting with rhythm, pace, tone and stress and developing strategies to enhance own communication with others, for example, taking on the role of a flight attendant, 女士们，先生们，我们的航班将在几分钟后起飞 5. demonstrating use of dictionaries or digital tools to help with learning and knowing characters and pronunciation 6. preparing argument for a debate in Chinese and participating in the debate, with a focus on fluency | |
| apply knowledge of character form and function, and complex grammatical features and structures to predict meaning and to compose a wide range of texts  AC9LCH10EU02 | 1. analysing sequences of unfamiliar characters containing a common component or side to determine the features of form, function, and predict the meanings or pronunciation, for example, explaining the positions of character component and possible pronunciation of characters请, 清, 情, 晴, 精, 睛, 猜 2. applying understanding of word formation when comparing translations, and selecting appropriate wording using knowledge of character components and word order to suit text when typing or writing in Chinese 3. discriminating correct forms and sounds of 多音字such as 行 in 同行*háng* and进行*xíng,* or using multiple forms of 通假字 such as 反 versus 返 or 说 versus 悦 4. inferring the meaning of unfamiliar words containing a familiar character morpheme, for example, 航道, 索道, or discussing why one word or character is preferred over others, for example, choose one from 碧, 翠, 绿, 青 to describe green 5. explaining how morphology works to identify and convey subtle and precise meanings in communication, for example, 用餐 versus 吃饭 6. inferring the meaning of terminology based on analysis of characters such as 螺旋桨or 中央处理器 7. understanding and applying punctuation in writing, or adhering to punctuation conventions in reading aloud, for example, full stops, commas, exclamation marks, brackets, speech marks and question marks 8. using particular discourse features such as除此之外，尽管这样，同样to extend and elaborate their own message in a range of text types, for example, an interview, a speech, debate or an essay 9. exploring the particular functions of key grammatical forms and their correct context of use, for example, distinguishing between the uses of 的, 得, 地 and可以, 能, 会 10. experimenting with the use of abstract nouns such as 希望，幸福，爱to create texts | |
| analyse a range of Chinese texts, using metalanguage to explain linguistic, textual and cultural elements  AC9LCH10EU03 | 1. using metalanguage in Chinese or English to identify the grammatical differences between languages such as word order, verb moods, tenses, possessive pronouns, adjectives, participles, and auxiliary verbs 2. analysing the sequence of content in different text types such as personal blogs or news articles, for example, headings, paragraphing, topic sentences, elaborations, topic/idea shifts (BL) and referencing (L1) 3. explaining the use of data, for example, census information or surveys, and in-text referencing to support and substantiate a writer’s view 4. analysing language used in a range of text types, for example, comparing emails for a variety of purposes and identifying language reflecting different levels of formality 5. analysing the layout of magazines and online texts to identify how images, fonts and words have been chosen to enhance understanding of key ideas and writer’s position 6. identifying linguistic terms and considering the concise ways in which world events are reported in Chinese media, for example, identifying key language in reports on the Olympics 7. comparing literature across languages and cultures and recognising features of entertainment, for example, identifying how magic and danger are deployed in folk legends or stories, for example, comparing 《西游记》and Harry Potter 8. exploring examples of literary language and how grammatical features differ from everyday text, for example, mobile text message versus novel | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and evaluate how their own and others’ identify is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  AC9LCH10EU04 | 1. evaluating differences in perceptions, understandings and behaviours across cultures, for example, degrees of formality and politeness, concepts of personal space and physical contact 2. explaining how cultural traditions and beliefs affect communication of Chinese speakers from various regions, for example, 老师 versus 同志and how these words are interpreted differently depending on regional perspectives 3. exploring how concepts such as modesty, individual responsibility, personal space and respect for authority influence communication styles, and how they may be interpreted by English speakers as lack of confidence, engagement or initiative 4. reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in Chinese for a group of Chinese-speaking visitors at a school assembly 5. examining how language is used to empower or marginalise groups in society such as how labels can be used to influence how such groups are perceived by others, for example, 80后/90后/00后 6. accessing a range of sources and identifying content that potentially create bias or stereotyping, for example, 中国制造, building mutual understanding to enhance communication 7. identifying how knowledge of Chinese and English opens up opportunities to expand own world views, for example, reading texts such as news articles in Chinese and English to be able to interpret different perspectives 8. exploring cultural assumptions in language, for example, analysing how the terms for ‘getting married’ differ for women 嫁出去, men 娶妻 and gender-neutral 结婚 9. analysing own cultural and language backgrounds through talking to relatives in Australia or in Chinese-speaking countries to discover own heritage, migration history, and reflecting on how this can contribute to their identity and enhance future life and career opportunities | |