

**Australian Curriculum: Languages  
Chinese**  
(revised)

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## Chinese context statement

### The place of Chinese language and culture in Australia and the World

China's official language is Modern Standard Chinese, or *Putonghua* (the common or shared language) in Chinese. The language is also referred to as Hanyu, the spoken language of the Han people, or Zhongwen, the written language of China.

In Taiwan it is more usually called Huayu (Hwayu), the spoken language of people of Chinese ethnicity, a term also used in Singapore. A number of dialects remain in active use and both forms of Chinese characters (simplified and full form) are regularly used in the media, in education and in environmental print (advertisements, shop signs). Such diversity highlights the need for recognition of spoken dialects and both writing systems in any Chinese language curriculum. However, the priority in education should be Modern Standard Chinese and simplified characters as the internationally recognised 'official form' of Chinese.

Communities of Chinese speakers are characterised by great linguistic, cultural and geographic diversity and can be found in almost every country of the world. Many of these communities have a long tradition and are particularly strong in South-East Asia, the Pacific coast of Canada and the USA, 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 the Australia's Chinese population.

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

### The place of the Chinese language in Australian education

Chinese has been taught in Australian schools since the 1950s, and experienced rapid growth in the 1980s as China undertook a policy of open door and economic reform. Chinese has always been taught as an additional language in Australia, but schools are now catering to increasingly varied cohorts of Chinese language learners, including overseas-born Chinese speakers. The population of Chinese teachers has also changed with increasing numbers of teachers from the People's Republic of China now teaching their mother tongue in Australian schools.

Chinese is recognised as an important language for young Australians to have access to during their schooling as Australia progresses towards a future of increased trade and engagement with Asia.

### The nature of Chinese language learning

For the purposes of the Australian Curriculum: Languages 'Chinese' refers to Modern Standard Chinese, Pinyin romanisation and simplified characters. English and Chinese have very different grammatical and vocabulary systems. The Chinese spoken language is characterised by a high number of homophones – tone-syllables that are used to represent more than one morpheme – each of which has its own particular character. The range of syllables in Chinese, while limited in comparison to English, does include some sounds unfamiliar to English speakers. The task of learning Chinese can be best addressed by a clear separation between learning to interact orally,

supported by print materials in Pinyin, and learning to read and write, supported by texts and resources in characters.

Chinese characters are logographs composed of a number of components organised into a particular sequence within a square, parts of which are likely to suggest the sound and meaning of the whole character. Each character is a morpheme-syllable – it represents a syllable of sound and a unit of meaning. There are 3500 frequently used characters which are learned by native-speaker children in primary school in China. These characters are composed of approximately 500 distinct components which are used with varying degrees of frequency, location and function. Literacy development (in terms of learning to read and write, and especially to map known oral vocabulary onto the appropriate written forms) is a time-consuming and challenging task. An additional characteristic of Chinese writing is the fact that texts in Chinese characters do not display word level spacing and texts may be written vertically and read from right to left down the page.

The character system has undergone significant evolution, standardisation and simplification over time. In recent times even the need to create texts in Chinese in digital format has resulted in an international effort to standardise character forms and attribute a Unicode to each form so that computer operating systems internationally can generate and reproduce texts in Chinese in both simplified and traditional / full form characters. It is not common for new characters to be created. In contemporary overseas Chinese media texts are commonly in either simplified or traditional full form characters, reflecting the diverse histories and preferences of these communities. Consequently some knowledge or awareness of both systems is an advantage, to both Chinese speakers and Chinese learners alike.

The Chinese spoken language is composed of approximately 400 syllables which may be used with one of four tones to create a total of approximately 1200 tone-syllables. Chinese is characterised by a high number of homophones – tone-syllables that are used to represent more than one morpheme – each of which has its own particular character.

Different systems have been developed to reproduce the sounds of the Chinese language using the Roman alphabet to assist learners who are already familiar with the Roman alphabet. Today the Pinyin system has international recognition as the principal means of representing the sounds of Chinese in alphabetic form. This system assists students of many language backgrounds to learn the correct sounds of Putonghua, and is an efficient means of text input when creating texts in characters using digital media. It is important to note that Pinyin is not recognised as a valid alternative to written expression in characters as it is limited in its readability.

### **The diversity of learners of Chinese**

Three pathways have been developed for Chinese to cater to the three main cohorts of learners of Chinese in Australian schools. The Second Language Learner Pathway caters for students learning Chinese as a second or additional language. The Background Language Learner Pathway has been developed for students who have exposure to Chinese language and culture, and who may engage in active but predominantly receptive use of Chinese at home. The First Language Learner Pathway caters for students who have had their primary socialisation as well as initial literacy development and primary schooling in Chinese, and who use Chinese at home. Schools will make decisions about which pathway best serves their students' needs, and teachers will use the pathways to cater for all learners by making any appropriate adjustments to differentiate learning experiences for their students.

# Second Language Learner Pathway

## Foundation to Year 10 Sequence

### Foundation to Year 2

#### Band description

##### **The nature of the learner**

The majority of students in Foundation to Year 2 will have no prior exposure to Chinese language and culture. They are engaged through the shared experiences of play and group activities.

##### **Chinese language learning and use**

Students are immersed as much as possible in the sounds and words of Chinese, the meaning of which is made clear through participation in active listening and action-related talk, gestures, dramatisation, and games. Students will be introduced to common characters associated with routines and their immediate experience and will draw on explicit models to communicate.

##### **Contexts of interaction**

Common contexts for interaction are socialising in structured situations and activities in the classroom and at school with a focus on topics such as self, home, family and daily routines. Students begin to explore Chinese language and culture through participating in experiences such as celebrations, and where relevant identify what is similar and what is different in their own and other cultures.

##### **Text and resources**

Students engage with a variety of texts and text modes, including picture and caption books, songs, cartoons and movies. They will be given opportunities to hear the differences in the way Chinese sounds from stimulus material such as stories and readings, multimedia resources and Internet sites.

##### **Features of Chinese language use**

As far as possible learners are immersed in hearing Chinese. They become aware of Chinese as an alternative code to English and that other languages exist within their own classroom, their country and overseas. They begin to recognise the importance of tone in Chinese speech and observe that the sounds of Chinese can be encoded in Pinyin using familiar letters. Students view characters through appropriate text types which may be glossed in Pinyin. They learn to recognise characters that represent familiar objects and ideas and convey significant cultural meanings.

##### **Level of support**

Visual displays, gesture, and specific and concrete contextual clues are used to support understanding. Teachers model correct language use which provides the main source of students' development in Chinese. Learners will experiment with various software and technologies as communication tools.

##### **The role of English**

English is used by teachers and learners as appropriate for clarification, reflection, questioning and explanation to support these early years beginners comprehend and acquire Chinese.

## Communicating

### Socialising

2.1 *Interact with teachers and peers to participate in class routines, structured conversations and activities using modelled Chinese tones, syllables and rhythms [Key concepts: self, family, number; Key processes: imitating, listening; Key usage: predictable situations]*

- reproducing the sounds used in greetings (for example, 早, 你好, 王老师, 再见),,
- listening to and engaging with the rhythms and sound patterns in conversations with teachers and peers, mimicking and practising the tones
- responding to teacher talk and instructions for example, 站起来 and 请坐 to participate in learning games through action, for example, 'Simon says' (老师说) making introductions for example, 我叫 Anna。我五岁 and expressing gratitude for example 谢谢
- learning to use gesture in communication to help convey meaning, for example, using Chinese finger gestures to show numbers
- stating personal information about oneself and family to peers, for example 我有弟弟。我爱我的妈妈。

2.2 *Examine simple written texts about familiar experiences and found in familiar settings to share thoughts with the class (Key concepts: self, family, number; Key processes: interpreting, imitating; Key text types: predictable situations and simple texts)*

- collecting examples of common Chinese characters found in familiar settings such as signs and labels, such as 八 (8), 面 (noodles), 春 (Spring)
- discussing the differences between the alphabet and characters, for example, compare the sound and shape
- labelling images of family from a provided list of characters 妈妈, 爸爸, 哥哥, 妹妹
- recognising and copying high-frequency characters relating to family and number, and noticing the formation of characters and spacing
- recognising the differences in describing family members in Chinese compared with English, for example, 'brothers' can be 哥哥 or 弟弟 in Chinese

### Informing

2.3 *Recognise words and names of familiar objects using tone, actions and gestures to deliver short presentations to peers (Key concepts: self, family, number; Key processes: interpreting, imitating; Key text types: predictable situations and texts)*

- using teacher scaffolding (for example, 'We are going to listen for the information about the boy's family members: what words might be used?') to predict content before listening to spoken texts
- matching information heard with pictures or other visual clues, such as identifying colour and fruits in game and real life situations

- identify which tones are being modelled by the teacher
- responding to questions and retelling information obtained from listening to and viewing teacher-modelled texts, such as a video clip of an avatar of a Chinese student
- identifying people, places and things, practising tone, actions and gestures that support meaning to share information and expressing preferences, for example 喜欢 , 不喜欢

**2.4** *Practise learned characters related to everyday situations, personal interests and topics taught at school (Key concepts: self, family, home, routines; Key processes: greeting, thanking, imitating; Key text types: predictable situations and texts)*

- tracing, copying and practise using individual characters such as numbers 1-10 ( 一 , 二 , 三 , 四 , 五...)
- cutting and pasting characters from a provided set to make a mini book
- categorising from a list of characters to perceive meanings
- selecting characters to label pictures and make a greeting card or postcard

### **Creating**

**2.5** *Join in with Chinese stories, songs and rhymes by reproducing rhythm and sound patterns to express feelings (Key concepts: imagination; Key processes: playing, imitating; Key text types: predictable situations and texts)*

- watching and viewing cartoons or segments of movies telling traditional Chinese stories, such as 《大闹天宫》, and retelling the story in English.
- performing song and dance in groups, responding to Chinese children's programs, for example, singing songs 《朋友就是你》 and 《生日快乐》
- using body movement to enhance the rhythms of language use, such as when reciting nursery rhymes –apply TPR (Total Physical Response)

**2.6** *Contribute to the sharing of stories using illustrations and images (Key concepts: imagination, morality, right, wrong; Key processes: illustrating, copying; Key text types: predictable situations and texts)*

- practising forming strokes of high-frequency characters found in stories to caption or label illustrations in story boards, such as numbers and colours
- creating storyboards for well-known Chinese stories such as Mulan or Pangu (盘古)
- listening to Chinese idiom stories and retelling the story in English
- use pictures/prompt cards to create conversations

## Translating

2.7 *Identify words and phrases spoken in Chinese and English from familiar contexts that have similar meaning or purpose (Key concepts: self, family, home, routines; Key processes: connecting, interpreting; Key text types: predictable situations)*

- matching words and phrases spoken in Chinese to images, objects or words in English, such as classroom objects 书包 , 笔 to develop vocabulary
- stating the English equivalent of common expressions in Chinese, for example, common phrases such as 对不起, 没关系; 谢谢 , 不谢 for the benefit of classmates

2.8 *Identify high frequency words in Chinese characters and Pinyin through the use of some basic contextual cues Key concepts: self, family, home, routines; Key processes: interpreting, analysing, copying, tracing, shaping; Key text types: predictable situations and texts)*

- experimenting with using high-frequency Chinese sounds to transcribe simple common words into Pinyin, such as 我 wǒ
- typing known or given list of Pinyin words into an online dictionary to turn the Pinyin into characters to express good wishes, such as happy birthday (zhù nǐ shēng rì kuài le → 祝你生日快乐！)
- using flashcards to indicate likes and dislikes 喜欢 / 不喜欢

## Reflecting

2.9 *Observe how relationships with others influence language choices (Key concepts: tradition, self, family, home, routines; Key processes: exploring, comparing; Key text types: predictable situations and texts)*

- examining the meanings behind family names and other related vocabulary
- having a shared meal of 饺子 , 春卷 etc. and appreciating cultural diversity in the school community
- sharing personal information with students in Chinese sister school related to one's identity in response to questions, for example, name, family name, zodiac sign, family members
- presenting a collage or poster which represents aspects of their identity with text and images
- compare learning in English with learning in Chinese, for example, learning about syllables and components
- observing interactions to notice aspects such as use of voice to show courtesy, how disagreement is expressed, or smiling while saying 'too expensive' so as not to offend
- expressing personal responses to aspects of culture encountered when viewing images, such as classrooms, home environments or street scenes in diverse contexts, and responding to teacher prompts such as: What do you see ...? What do you notice ...? How do you celebrate ...? then relate to own experience

## Understanding

### Systems of language

#### 2.10 Identify the four tones, pronunciation of sounds, and rhythm (Key concepts: phonology, roles)

- noticing the tonal nature of spoken Chinese and using gestures to enhance the differentiation of tones
- applying tones to diverse sounds in Chinese to express different meanings and recognising differences between words with different tones, for example, 妈 mā and 马 mǎ
- practising the pronunciation of syllables that are unique to Chinese, such as 女 nǚ , 下 xià
- working with classmates and teachers to identify initials such as (m, b, p, t, d, g, k etc.) which are similar to English consonants (f, l, n, v)

#### 2.11 Recognise Chinese characters as a form of writing and Pinyin as the spelled-out sounds of spoken Chinese (Key concepts: orthography, system, difference)

- differentiating Chinese characters from other forms of written expression, for example, English writing, visual images (drawing)
- recognising that each character has meaning and exploring the connection between meaning and form, for example, pictographs such as 人 is 'person' , 日 is 'sun'
- examining which initials and finals can be guessed from English, for example 'mama', as opposed to 'gege'
- copying or tracing characters with attention to stroke order and direction

#### 2.12 Describe how each syllable in a word has a meaning (Key concepts: morphology, meaning)

- identifying syllables that make up Chinese words, such as 小/老/鼠 (xiǎo/lǎo/shǔ), and understanding that words such as 熊猫 (xióng māo) have two syllables, with each syllable having a meaning
- making connections between words sharing a common syllable/morpheme, for example, 小狗、小猫、小朋友
- building new words by combining familiar meanings such as 红+苹果

#### 2.13 Identify that Chinese sentences have a particular word order (Key concepts: syntax, system)

- replacing words in modelled sentences to express a personal meaning, for example, replacing 弟弟 in 我有弟弟 with 妹妹 to say 我有妹妹
- stating the subject of a sentence, for example 我爱妈妈 is about 'I', and 妈妈爱我 is about 'Mum'
- recognising that simple statements in Chinese tend to follow English word order, but that questions do not for example, 'Do you have a cat?' – 你有猫吗？

- recognising that sometimes verb-to-be is left out in Chinese sentences, for example, 我五岁 rather than 我是五岁

#### 2.14 *Engage with familiar text types in to predict gist (Key concepts: text, script)*

- viewing samples of children's books, and identifying headings and images, appreciating their role in supporting understanding of texts
- comparing similar texts in Chinese and English (for example, a poster for a movie 《功夫熊猫》) and identifying major elements of the Chinese text

### **Language variation and change**

#### 2.15 *Know that Chinese is a major community language in Australia (Key concepts: language, community)*

- exploring the range of languages spoken in Australia and identifying people in the local community or in the media who speak a different language, for example, 'My mum's friend is from China, and she speaks Chinese'
- discussing why there are different languages spoken by Australian families and by classmates
- knowing that Chinese is used not only spoken in China but also in other areas of the world, including Australia

#### 2.16 *Identify the features of formal language used at school*

- using titles to address teachers in Chinese such as 王老师 instead of Ms Wang

### **The role of language and culture**

#### 2.17 *Describe how people use different languages to communicate and participate in intercultural experiences*

- engaging with the traditions and customs, festivals and celebrations, and food of Chinese communities, recognising the value of learning about another culture in learning a new language
- participating in a shared meal, a New Year celebration, or a Chinese performance and commenting on the experience and listening to the sounds of Chinese
- identifying interesting facts, for example, finding out what are the biggest celebrations in China and Australia and comparing these celebrations

#### 2.18 *Identify the way languages are used to tell them about peoples, traditions, cultures and places*

- Compare Aboriginal and Torres Strait Islander and Chinese place names
- Identify the similar and different features of stories, songs and rhymes that occur in languages, cultures and places in the Asia region
- Identify ways the traditions, celebrations and foods of Chinese communities relate to the languages place of origin

## Foundation to Year 2 Achievement Standard

By the end of Year 2, students socialise in structured and routine oral interactions, such as (谢谢 , 再见 , 请) to respond to and receive information, repeating teacher-modelled use of language, for example 你好 , 你好吗? They follow simple instructions, including 排队 , 请坐 , 不要说话. Students respond to short predictable imaginative texts, expressing simple likes and dislikes (喜欢 , 不喜欢). They can match characters to the meanings and sounds of familiar words including numbers (八...), colours (红...) and family members (爸爸 , 妈妈). Students use strategies for memorisation and comprehension, such as reciting and using some basic contextual cues.

By the end of Year 2, students identify the tonal nature of Chinese and can use the four tones of Chinese but not always with accuracy. They notice and discuss the difference in the writing system, practise writing characters and recognise that characters are formed by strokes. Students differentiate between the Pinyin and characters associated with familiar objects in their immediate environment. They recognise the use of tone marks in Pinyin. They recognise that there are differences and similarities between the ways English and Chinese are used to communicate orally and in writing.

## Years 3 and 4

### Band description

#### The nature of the learner

At this level, students begin to use Chinese in relation to their personal world, Chinese speaking countries, and the world of their imagination.

#### Chinese language learning and use

Engagement with Chinese language is primarily through speaking and listening. Learners practise using Chinese through participating in action-related talk, and completing tasks while relying on teacher modelling, prompts and repetition. Students are beginning to respond non verbally to spoken Chinese in the classroom and their understanding of Chinese is dependent on context, teacher gestures, facial expressions and intonation. They will repeat speech and sounds from frequent and consistent teacher modelling and produce texts using familiar words or phrases

#### Contexts of interaction

Likely contexts of interaction focus on everyday educational experiences and students' personal, family and social environments.

#### Text and resources

Students engage with a variety of Chinese language texts, including short audio-visual texts, plays, legends, rhymes, songs and dance, extending their use and comprehension of Chinese language and culture. Students also produce simple oral and written texts. They are exposed to a wide range of Chinese voices and settings through the use of multimedia texts, simulations and performances.

#### Features of Chinese language use

Students discover the distinctive features of the spoken language and begin to use Pinyin and tone marks to practise syllables and tones they encounter in new words. They recognise that letters in Pinyin and English produce different sounds using different spelling conventions. Printed texts used in the classroom are mainly presented in Pinyin but may be glossed with characters. Students use Pinyin to write, knowing that characters represent the real form of writing in Chinese. Students use a variety of communication modes, including oral communication in English and Chinese as well as mime and gesture.

#### Level of support

Chinese language use is scaffolded and prompted by the teacher, and teacher modelling of correct language use is the main source of oral and written language acquisition.

#### The role of English

English is used where it supports comprehension and participation in language-focused tasks, and when discussing issues of comparison and contrast between languages and cultures.

## Communicating

### Socialising

*4.1 Interact with teachers and peers to share personal and class experiences and experiment with the use of tone and intonation (Key concepts: friendship, play, relationships; Key processes: participating, noticing, recognising, listening; Key text types and contexts: structured and scaffolded situations)*

- giving personal information, facts and opinions in response to questions about people and aspects of daily life such as pets (我的狗很可爱), interests, routines and activities
- expressing opinions and commenting on personal experience using familiar expressions, for example, 很棒。太好了。我不喜欢... and turn-taking 该你了 in class games
- contributing to class situations by asking (我可以...吗?), and giving permission (可以), apologising and excusing (对不起); raising hands and using phrases such as 老师, 我不懂 to request assistance in learning activities initiating conversations in familiar social contexts, by greeting participants and introducing oneself (for example, 你好, 我叫 James, 我八岁, 我住在悉尼), displaying appropriate social manners to enhance communication
- giving information in response to questions such as 你的弟弟几岁? or responding to turn-taking signals such as 该你了 or pauses
- following teacher's instructions to participate in learning activities, for example, 我们听 Sam 说一说。
- reporting group activity results to each other and the teacher, for example, Michael 喜欢打篮球, Sophie 喜欢游泳。

*4.2 Exchange simple correspondence with teachers and peers to share personal information and pay attention to how individual characters and their components are organised (Key concepts: family, friendship, social, play, relationships, environment, personal world; Key processes: participating, noticing, recognising, responding, listening; Key text types and contexts: short predictable texts, photo biographies, correspondence and structured and scaffolded situations)*

- exchanging simple correspondence such as notes, postcards, text messages and digital stories
- using ICT to adapt or create drawings to support written communication in cards, posters and visual displays
- adapting teacher-modelled language and using word lists to share personal information, for example, creating cards to friends and family members to express good wishes and season's greetings, for example, 生日快乐, 母亲节快乐

- discussing a range of predictable texts with teachers and peers to perceive common components (radicals) in complex characters such as woman 女 and water 氵

## Informing

4.3 *Identify and request information about people, places and things using learnt phrases and key words (Key concepts: family, friendship, social, play, relationships, environment, personal world; Key processes: participating, noticing, recognising, responding, listening; Key text types and contexts: short predictable texts, correspondence and structured and scaffolded situations)*

- identifying commonly used terms, for example, from daily activities such as 你几点睡觉? and making comparisons with English equivalents to contribute in an on-line discussion with sister school friends
- describe people, places and things using actions and gestures, for example, to create a video clip to describe the school
- observing differences in the way Chinese sounds in different situations, activities and events for example, guessing from two audio clips, which one is a casual conversation, which one is a formal announcement. Discuss the reasons and cues for your answer.
- listening to short spoken texts containing some unfamiliar language, identifying key information (for example, name and phone number of speaker in a voicemail message, or the names, year level and age of Chinese children in a short interview)

4.4 *Identify how simple information texts are organised depending on the topic and select these features and learned characters to construct simple information texts (Key concepts: personal, family; Key processes: participating, noticing, recognising, responding, listening; Key text types and contexts: short predictable texts, correspondence and structured and scaffolded situations)*

- identifying key words in familiar text types (for example, a floor plan, map or calendar) by recognising textual features (for example, bigger font for the name of the capital city on a map) and using other visual clues
- identifying and locating familiar characters or words in texts and discussing the purpose and meaning of a text, for example, food packaging, a restaurant menu

## Creating

4.5 *Perform familiar, simple songs, poems and stories using voice, rhythm, and appropriate gesture and action (Key concepts: attitude, values, feelings; Key processes: feeling, participating, noticing, recognising, responding, listening; Key text types and contexts: short predictable imaginative texts, and structured and scaffolded situations)*

- performing plays in groups, using puppets and props, with allocated roles, such as 《十二生肖的故事》, 《饥饿的毛毛虫》 and using gestures and other movements to enhance the impact of performance, for example, using facial expressions to demonstrate emotions during a play
- viewing performances such as a song and dance show for children and identifying features of language, for example, rhyming in ‘小燕子, 穿花衣, 年年春天来这里。’

- creating own representations of familiar songs 小星星, poems and stories with a focus on varying voice, rhythm, gesture and action
- singing familiar songs from both cultures such as 《小星星》, 《说哈罗》, 《猜拳歌》 or 《狼与小孩》 to memorise words and sounds and to enjoy imaginative texts
- expressing own feelings, likes and dislikes in response to Chinese stories, songs and poems, and asking for classmates' feelings
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4.6 *Create short stories to entertain peers writing in simple characters or short sentences (Key concepts: family, friendship, social, play, relationships, environment, personal world; Key processes: participating, noticing, recognising, responding, listening; Key text types and contexts: short predictable texts, correspondence and structured and scaffolded situations)*

- reading samples of 童谣 and comparing Chinese-specific expression with English version, such as “小猫怎么叫,喵喵喵。小狗怎么叫,汪汪汪。小鸡怎么叫,叽叽叽。小鸭怎么叫,嘎嘎嘎。小羊怎么叫,咩咩咩。 noting the differences in language use and cultural meaning.
- comparing the theme and content of nursery rhymes (童谣), for example ‘小蜜蜂,嗡嗡嗡,飞到东,飞到西’; ‘小白兔,白又白,两只耳朵竖起来’; ‘小燕子,穿花衣,年年春天来这里’; ; comparing, for example, ‘commonly seen animals’ and discussing why is this a focus of 童谣 and how it relates to traditional agricultural life
- using pictographs such as 马, 田, 山 to create cartoons to illustrate a story
- designing play props and costumes appropriate to the context and setting a story read or listened to in class, and recognising traditional Chinese clothes and accessories

## Translating

4.7 *Consider contextual cues to infer the meanings of words in a range of predictable spoken contexts (Key concepts: family, friendship, play, relationships, environment, personal world; Key processes: participating, recognising, responding, listening; Key text types and contexts: short predictable literary texts, correspondence and structured and scaffolded situations)*

- explaining words and phrases to each other or their teacher, using gestures and actions to help convey meaning, such as facial expressions to express dislike or disappointment, agreement or enthusiasm
- explaining meanings of colloquial phrases used on specific occasions (for example, 恭喜发财 to give New Year wishes), and discussing how such wishes are expressed in English
- choosing words to translate information into Chinese, knowing the differences between the meaning, such as when talking about family members and friends, using

哥哥 and knowing the difference between 哥哥 as an older male friend and older brother

4.8 *Connect the English/Pinyin equivalent of common expressions in Chinese for family and friends (Key concepts: family, friendship, social, play, relationships, environment, personal world; Key processes: participating, noticing, recognising, responding, listening; Key text types and contexts: short predictable texts, correspondence and structured and scaffolded situations)*

- reading bilingual signs, comparing Chinese words to their English equivalent, and recognising how key characters in expressions contribute to the overall meaning, such as 上 in 好好学习 , 天天向上。
- identifying meanings of Chinese words and phrases that do not translate directly (word for word), for example, 属 、 岁、 马马虎虎

### Reflecting

4.9 *Compare how aspects of personal identity are expressed in Australian and Chinese contexts (Key concepts: place, personal, family, friendship, belonging; Key processes: participating, noticing, recognising, responding, listening; Key text types and contexts: short predictable texts, correspondence and structured and scaffolded situations)*

- preparing a self-introduction and discussing the concept of 'self'/我, exploring questions such as 'What makes me special in my family? In my class? In my school?', for example, 我叫 Tina, 我是妹妹。我上三年级 , 我的老师是王老师
- prioritising information when talking about self, for example, 我叫 Kate before 我八岁。
- sharing information about one's zodiac animal sign in Chinese and discussing in English the cultural significance of such information , for example, 我属龙。

### Understanding

#### Systems of language

4.10 *Recognise the tone-syllable nature of spoken language, and compare Chinese and English sounds (Key concepts: phonology, tones, intonation)*

- explaining the use of Pinyin as a learning tool to reflect the sound of Chinese spoken language, and recognising sounds associated with individual letters and syllables, differentiating, for example, qī , piě, rán and qù from English sounds for such letters and syllables
- listening to and viewing simple conversational exchanges recognising tonal syllables and experiencing the differences between Chinese and English intonation
- recognising when and why some tones are not expressed in some contexts, for example, repetition of syllables in 'Mama', neutral tone on second syllable
- listening to and reading out loud a nursery rhyme with strong Chinese prosodic features such as 《小老鼠 , 上灯台》

- engaging in activities to raise tonal awareness, such as competing with classmates to read a tongue twister (妈妈骂马) and using hand gestures to help pronounce different tones

*4.11 Explore features of Chinese characters (such as stroke types and sequences, and component forms and their arrangement), and associate character forms with their meaning (Key concepts: orthography, character, system, connection)*

- engaging with a range of basic characters and components and exploring their individual meanings, for example, 大, 小, 足, 手
- exploring the process of character construction, including counting the number of strokes, describing the shape of strokes and differentiating between similar strokes, and following general rules of stroke order
- making connections between basic characters and related component forms (for example, radicals like 手 and 扌; 人 and 亻), and recognising the number and arrangement of components in a compound character, for example, that 众 has three components and 打 has two components, that 亻 standing person is on the left-hand side

*4.12 Know that Chinese words are made up of syllable-morphemes, and identify key morphemes in words of related meaning (Key concepts: morphology, change)*

- exploring the concept of 'word' in Chinese and knowing that each character is a meaningful unit (morpheme) that is used to make up 'words' such as 白菜 (white + vegetable), 好朋友 (good + friend + friend), 男生 (male + student)
- making connections between key morphemes in familiar words, for example, fruit group 水果、苹果、果汁; vehicle group 汽车、火车、车子

*4.13 Use nouns, adjectives and simple sentences to record observations (Key concepts: grammar, rule)*

- exploring basic sentence structure in Chinese, consisting of subject-verb-object, and learning to analyse sentences in both Chinese and English, for example: What's the subject in the sentence 'My mum drives a car'? How about in the Chinese sentence '我看书'? Do sentences work in the same way in Chinese and English?
- recognising grammatical features and how their use differs in Chinese and English, for example, the lack of articles in Chinese; that adjectives can be used as verbs; limited use of the verb 'to be' 是
- following patterns of word order/sentence structure and using negation when creating sentences to express own meanings, for example, replacing the subject pronoun in 我喜欢绿色 to create sentence 我妈妈不喜欢绿色。

#### 4.14 Identify features of simple texts presented in Chinese and English (Key concepts: texts, difference, similarity)

- reading familiar text types in both Chinese and English (for example, menus, calendars, songs and TV cartoons), and explaining how the content and features of the text suit its purpose, for example, the menu has pictures of dishes to help the customer understand what kind of food it is
- recognising Chinese-specific text types, for example, Chinese film posters and newspapers, and discussing how the textual features are organised, including the headings, images, fonts, and cultural significance of such texts
- applying knowledge of features of texts to help locate key information, for example, using questions asked in an interview as a cue to obtaining key points of information in the response, for example, if you ask the question ‘你是哪国人？’, the response can be ‘我是中国人。’

### Language variation and change

#### 4.15 Know that Chinese is spoken by communities in many countries (Key concepts: community, language)

- investigating the use of Chinese in Australian communities and in countries and regions where diverse forms of Chinese are widely used, for example, China, Hong Kong, Taiwan, Singapore, Malaysia, Vietnam, USA
- interviewing people in their community who speak Chinese such as 妈妈的朋友, and finding out how this person has learned and used Chinese in their home country and in Australia, for example, “How did you learn to speak and write Chinese?”, or ‘Do you speak Chinese everyday in Australia?’
- recognising characters used in specific cultural events—for example, ‘福’ in various forms of New Year decoration (paper cut-outs, folk art, couplet)—and looking at how the form might change, for example, asking why 福 is sometimes presented upside down

#### 4.16 Identify the different features of informal and formal conversation (insert key concepts)

- comparing conversations between peers/friends and conversations between teachers/authorities, for example 你/您；坐吧！/请坐！

### The role of language and culture

#### 4.17 Compare how terms are used to indicate relationships and express cultural values that may be different from their own (insert key concepts)

- participating in exchanging good wishes in celebrations such as 龙年快乐 and comparing cultural practices of celebration from around the world
- exploring the use of language and symbolic images during cultural events, and describing the cultural meaning represented, for example, looking at the use of the colour red during Chinese New Year and in good wishes of ‘红红火火’ and asking why

red is so widely used during celebrations in China. What is the cultural connotation of 红 ?

- discussing possible reasons why Chinese family names are placed before personal names; exploring various Chinese names to learn the cultural meaning of these names, for example, 静 , 明 , 勇
- exploring the more complicated Chinese kinship relationships, learning to address families with a title rather than using their names, for example, draw up a family tree, discuss and label them with their titles in Chinese

#### 4.18 Explain the role languages play in passing on traditions and cultures that come from a particular place

- Explore Chinese and Aboriginal and Torres Strait Islander representations of 'sacred places'.
- Compare languages from across the Asia region to the Chinese language to show that language and cultural practices are rich, and vary depending on where people live
- Describe how traditional ways of life have been sustained through the use of language, traditions and customs, and how ways of life reflect a valuing of place, eg care of place transmitted through story telling

### Years 3 and 4 Achievement Standard

By the end of Year 4, students respond consistently in oral and written social interactions with familiar people. This includes the exchange of simple personal information and experiences, paying attention to correct pronunciation and tone and using appropriate gesture and movement (你叫什么名字? 你上几年级? 你有狗吗? 你喜欢什么运动?). They recognise familiar word order in Chinese sentences and use modelled sentence patterns (你的哥哥几岁? , 他是谁? , 你住在哪里? , 这是什么?) to incorporate their own meanings in communication.

They respond to and participate in the performances of simple Chinese texts, such as 《狼与小孩》. They create short and simple informative and imaginative texts in characters, using models. Sentences are short, following the basic subject-verb-object structure with occasional use of adjective predicates (这是红色的苹果。). Learners identify familiar words in Pinyin, or presented in characters in texts. Numbers are used in relation to age and family members, and to quantify objects with measure words (一个男生 , 两个姐姐 , 三只狗). They notice how cultural differences may affect understanding between people.

By the end of Year 4, students can explain how Pinyin provides access to the sounds of the spoken language. They identify features of the Chinese writing system, including the range of strokes and their sequences in character writing and how component knowledge can assist in learning characters. Students can explain why Chinese is a globally important language. They explain what informal register is and where and when they might use it. They understand that each character is a meaningful unit (morpheme) that is used to make up 'words'. They recognise that there are similarities and differences in the ways people communicate and apply this knowledge to their own communication.

## Years 5 and 6

### Band description

#### The nature of the learner

At this level students are continuing to use and understand Chinese language within the world of their own experience and imagination. New developments at this level focus on students moving beyond their personal experience into unfamiliar social scenarios and an increasing range of situations and environments.

#### Chinese language learning and use

With teacher support, students begin to initiate use of Chinese to communicate their own ideas and participate in collaborative decision making. Learners engage in exploration of patterns and features of the language, talking about and making connections between known languages and cultures and comparing different ways of communicating in familiar contexts.

#### Contexts of interaction

Likely contexts for interaction are related to their personal, family, and local environments, and their everyday educational experiences. They communicate with peers, teachers, known adults and other students in their class.

#### Text and resources

Text types include print and online news and media, blogs, advertisements, catalogues, popular music and drama. Texts presented in characters are generally glossed in Pinyin. Students write in characters to correspond with others in letters and use Pinyin input systems to generate a variety of texts in digital format.

#### Features of Chinese language use

Engagement with oral language includes active listening; observing interactions between speakers in everyday contexts, and using the spoken language in songs, rhymes, stories read aloud, games etc. Learners ask and answer questions, describe people and objects, and recount events. They speak with attention to the sounds and tones of words, using formulaic language and using their knowledge of familiar language structures in new contexts. Students map character forms onto their familiar oral vocabulary and recognise and name characters in context. They use Pinyin to record and learn new vocabulary by using word lists in Pinyin and to prepare drafts of spoken texts.

#### Level of support

Chinese language use continues to be scaffolded and prompted by the teacher. Teachers modelling of correct Chinese language use is the primary source of learners' increasing Chinese oral and written language acquisition.

#### The role of English

Chinese is the language of instruction. The use of English is necessary for discussion, reflection and explanation for the continued development of learners' knowledge base and intercultural capability.

## Communicating

### Socialising

6.1 *Interact with peers and familiar adults to organise shared experiences and vary speaking conventions according to formality and needs of a specific audience (Key concepts: community, social worlds, leisure, nature, recreation,; Key processes: sharing, requesting, initiating; Key text types and contexts: predictable text types; Contexts: using the concrete and the visible as aids to meaning)*

- experimenting with language choices to convey emotions and attitudes such as excitement and interest when events or ideas are suggested such as making arrangements, welcoming, congratulating, complimenting and praising
- exchanging information and opinions in class discussion, responding to questions such as 你喜欢运动吗？ and expressing agreement and disagreement with others' opinions (for example, 对，我也很喜欢运动); making sure that other participants are included in interaction, for example, 我去过法国，你呢？
- participating in role-plays relating to shopping scenarios, specifying quantity or type of item when selecting from options, for example, 三斤苹果，一包糖
- completing transactions by confirming prices (for example, 多少钱？五块八) and exchanging money, recognising Chinese currency
- preparing performances celebrating important events in the Chinese calendar to present at school assemblies to raise community understanding of aspects of Chinese culture, such as a taiji performance, a lion dance, or a Spring Festival song such as 《恭喜恭喜》
- assisting in organising and hosting visitors from a sister school or guest speakers to raise school community awareness of the importance of learning Chinese
- seeking permission from the teacher or peers to participate in activities or to be excused, for example, 我可以去喝水吗？
- responding to the teacher's questions with actions or answers (for example, answering the question 懂了吗？), and requesting or borrowing items from others using appropriate language such as 我想看看你的书，好吗？

6.2 *Exchange correspondence and simple written material with known others to plan daily tasks, activities and events and apply knowledge of Chinese script sequences and compound characters (Key concepts: sameness, friendship, community, leisure, recreation; Key processes: comparing, collaborating, recording, identifying, describing)*

- preparing and creating photo-stories with captions to highlight features of daily life, such as friends and classmates, extracurricular activities and daily routine, and holiday experiences for new classmates or for class blog
- producing short messages such as descriptions of a place or feature or the rules of behaviour for different events, situations or activities

- participating in shared blogs, exchanging information with students from sister school, for example, 你好 , 我叫 Ann, 我是澳大利亚的学生。
- using emoticons such as >\_<||| in digital communication to enhance meaning conveyed
- using digital media to produce a publicity flier for an upcoming cultural or sporting event such as 汉语比赛

## Informing

6.3 *Identify how key words and phrases relating to number, times, places and people are chunked in spoken exchanges and apply this knowledge to select and sequence appropriate content for identified audiences (Key concepts: sameness, difference, friendship, community, leisure, recreation; Key processes: comparing, collaborating, recording, identifying, describing; Key text types: informational and persuasive)*

- identifying specific information related to places, for example, listening to a weather forecast, recognising the names of familiar cities (such as 北京 , 上海) and recording the weather conditions and the temperature
- repeating key words aloud to allow time to process meanings in spoken texts, and using Pinyin to record key words
- using textual clues such as 听一听小明的一天 to predict possible content when listening to spoken texts, and preparing to hear key information such as time and activities
- listening to and viewing a range of information texts to identify key points for example answering questions from classmates about the procedure and main ingredients for cooking a Chinese dish from a cooking show
- presenting a short talk using information gathered from multiple sources, for example, investigating 南京的天气 by interviewing the teacher and listening to a podcast of weather forecast, etc.
- supporting presentations using pictures, charts and graphs appropriate to the task, for example, using bar charts to show data on 澳大利亚的语言

6.4 *Identify the meaning of words and phrases used in information texts and use this information for different purposes such as posters, charts and maps (Key concepts: sameness, difference; Key processes: comparing, collaborating, recording, identifying, describing; Key text types: informational and persuasive)*

- locating and comprehending key information from texts such as timetables, calendars, brochures or advertisements, using clues such as familiar features and organisation of content, for example, 星期一 , 星期二 etc. listed on the top row of a timetable
- reading familiar texts, such as shopping catalogues, understanding particular phrases such as 八折, and working out the final price
- recognising markers of time (for example, 第二天) in a sequence of events to monitor information flow and assist reading for overall meaning

- creating a poster to convey information to Chinese peers (for example, about a local city or popular site) with pictures, maps, data, words and sentences
- selecting words from word lists to create informative texts such as signs, slogans and notices, using electronic tools such as a digital dictionary to extend own expression

## Creating

6.5 *Identify characters, events and viewpoints in short imaginative texts and express personal opinions about them with peers (Key concept: personal, imagination, cultural; Key processes: connecting, expressing, responding; Key text types: narratives)*

- singing popular songs and exploring the intended meaning of lyrics that use stylistic devices such as 比喻 ( 我爱你,我爱你 , 就像老鼠爱大米 ) or 重复 ( 我是女生 , 漂亮的女生 , 我是女生 , 爱哭的女生 )
- retelling stories read by the teacher in Chinese and sequencing actions (using 然后), or explaining the cause of an action (using 因为)
- expressing personal opinions on entertainment programs or music videos, for example, 我很喜欢中国的 rap。
- participating in performances such as 诗朗诵 and applying specific prosodic features, such as 'tone flow' 抑扬顿挫, to enhance the effect
- creating short plays or skits and taking on roles in imagined scenarios such as visiting or hosting a Chinese friend, a shopping trip or a fashion show
- reading short stories in groups, summarising the story and conveying the relative emotions and opinions of characters using, for example, 最、非常、太
- reading out loud euphemistic phrases such as 哎呀! 天哪! to capture the crisis and reactions of characters

6.6 *Describe imagined characters and sequences of events, using modelled texts or word lists for support (Key concepts: personal, imagination, cultural; Key processes: connecting, expressing, responding; Key text types: narratives)*

- experimenting with storytelling techniques by following modelled narrative texts to rewrite a segment of a story, such as 她有七色花 , 红色 , 蓝色 , 白色..... and rewrite the part, replacing 花 with 气球, 她有七色气球 , 红色 , 蓝色 , 白色.....
- using digital media to create an imaginative story to share with peers and Chinese speaking contacts, using both language and images to achieve particular effects, for example, using 重复 ( 很大很大的球”; “走啊走啊走啊)
- plotting a storyline considering: Who is the main character? How can I make this character interesting to readers? How can I sequence my story to grab the reader's attention?

## Translating

6.7 *Identify common spoken Chinese expressions and discuss examples of words and phrases that do not readily translate into English (Key concepts: equivalence, idiom; Key processes: translating, identifying, discussing; Key text types: a range of modified informational, persuasive and imaginative texts)*

- differentiating between word-by-word meaning and intended meaning when translating from Chinese into English, for example, the word-by-word translation of 我喜欢一个人看书 is 'I like one person to read' but means 'I like to read alone'
- designing bilingual signs (characters/Pinyin/English) to post on key buildings and rooms around the school that are short messages such as descriptions of the place or the rules within
- recognising the role that gesture plays in oral interaction, including emblematic (hand) gestures, gesturing for emphasis and interactivity, and taboos within Chinese communication such as pointing directly at someone
- identifying Chinese symbols in print and digital texts (for example, the longevity symbol), and developing ways to convey culturally attached value when expressing the meaning of these symbols in English
- comparing own translation of short texts such as brand names, signs, slogans and billboard advertisements to others', and evaluating the effectiveness of own translation
- developing strategies for using bilingual (Chinese–English and English–Chinese) dictionaries in both print and digital forms assist with translation

6.8 *Interpret and translate simple texts encountered everyday for family and friends (Key concepts: translation, representation)*

- translating English texts focusing on overall meaning, identifying how best to interpret key words, for example, the use of 是 after first, second and third person pronoun; numbers with measure words; possessives with 的; plurals
- viewing spoken interactions in Chinese between peers or in texts (for example, viewing a segment of a movie), and interpreting the meaning of the dialogue as well as comparing and discussing culturally determined manners or behaviour displayed in the interaction
- producing bilingual posters to promote a healthy lifestyle, such as 健康食品
- 

## Reflecting

6.9 *Compare how Chinese and English language and culture differ and identify how this knowledge can help communication (Key concepts: similarity, difference, culture; Key processes: comparing, contrasting)*

- addressing people using appropriate forms of address, including nicknames for friends, greetings such as 嘿、哈罗、吃了吗、校长好, and courtesy phrases, when

agreeing, thanking, apologising, refusing, declining, and leave-taking, for example, 谢谢, 不客气, 对不起, 没关系

- presenting short spoken texts to peers and to Chinese-speaking people in other contexts via digital media, sharing culture-specific aspects of [own?] identity (for example, 我是希腊人, 我周末学希腊语 or football club membership) and discussing their significance'
- defining identity by expressing relationships with others, for example, friendship groups (我的朋友是 Lisa 和 George, 我们都很聪明), ethnic group (我是德裔澳大利亚人)
- engaging with Chinese speakers through organised school activities (such as through video-conference with students at a Chinese school, or welcoming visitors to own school), observing moments when difficulty is experienced in communication and reflecting on the cause of difficulty

sharing with peers personal experiences of interacting with Chinese speakers, for example, 'I was really nervous and I forgot how to say...'

- observing interactions between Chinese speakers, and discussing the context and language use (for example, a family eating out in a restaurant, noticing seating arrangements, the background environment and how dishes are ordered and presented) and how this compares to their own experience

## Understanding

### Systems of language

6.10 *Discriminate between similar or related syllables and words by listening with attention to tone, stress and phrasing (Key concepts: phonology, mood)*

- recognising familiar language spoken by different people and voices, both seen and unseen
- recognising and discriminating between homonyms in Chinese, (for example, shì—是 and 室), relying on contextual cues to assist understanding and differentiating syllables with different tones, for example, shì 是 and shí 十
- connecting the sound of spoken Chinese with the spelling and tone marks of written Pinyin, for example, reading out words written in Pinyin with attention to Chinese pronunciation and tone; using Pinyin to record the sound of words or sentences encountered

6.11 *Identify how character structure, position, and component sequences relate the form of a character to its particular sound and meaning (Key concepts: orthography, rule)*

- decoding characters by analysing the number of components and the structure of characters, and recognising familiar components
- applying their knowledge of characters to learn to read and write new characters, and developing strategies for learning, for example, making connections between characters with a common component (你、他、们)

6.12 *Use knowledge of morphemes to identify and recall the meanings of words in context (Key concept: morphology)*

- identifying contextual meanings of key morphemes in different situations, for example, 天, 日, 二/两, 你好 vs 好玩

6.13 *Form sentences to express details such as time, place and manner of an action, and to sequence ideas (Key concepts: grammar, rule)*

- developing knowledge of metalinguistic terminology, discussing, for example: What is the plural form? How do we know it's plural when reading in English? Can we tell when we read a Chinese word?
- recognising that in Chinese, verbs convey tense without verb conjugation, for example, explaining why 有 can mean 'have', 'had' and 'has'
- identifying the use of adverbial phrases and extending understanding of sentence structure using subject–time–place–manner–verb–object, for example, 我星期一上学。我在墨尔本上学。我走路上学。
- exploring the clauses of a sentence in Chinese and noticing how they are linked coherently, for example, 他叫王小明, (他) 是我的朋友。(i.e. no subject/pronoun)
- 'comparing the use of tenses in English and Chinese, for example, how future tense is expressed in English and Chinese (我明天去北京, 下个星期去上海)
- applying processes of discourse development, including joining (也、和), contrasting (但是) and sequencing (就) information
- using alternative language to clarify intended meaning, for example, saying 我不胖不瘦 when not knowing the phrase 中等身材

6.14 *Analyse how the features of text organisation vary according to audience and purpose (Key concepts: audience, purpose, context)*

- describing the major features of familiar text types in Chinese (for example, narratives), and experimenting with analysing Chinese texts, for example, recognising the 'problem' and the 'resolution' in a narrative
- identifying the purpose of and intended audience for a range of familiar texts (such as narratives and emails) and contexts, such as digital, online or face to face
- creating multimedia texts in Chinese (for example, a digital story) and planning the presentation of the information to suit its intended purpose and audience
- exploring features and conventions of Chinese text, including lack of word spacing, punctuation, and variability in text direction, and comparing texts in traditional characters with texts in simplified characters
- recognising key words and punctuation and understanding the use of Chinese-specific punctuation such as double quotation marks to signal a quote

## Language variation and change

### 6.15 Recognise that Chinese is characterised by diversity in spoken and written forms (insert key concepts)

- knowing that spoken Putonghua (Mandarin) is the standard spoken language used in China and the main Chinese language taught in other areas of the world
- exploring the accents of English and exploring ways of expressing thanks or greetings in a variety of spoken Chinese dialects, for example 广东话、上海话、客家话
- understanding that there are simplified and traditional Chinese characters and exploring examples of both forms to explain differences, for example, 门 and 門
- exploring how Chinese language has changed in response to modern life, such as inclusion of English terms in everyday language; recognising ‘borrowed word’/借词 in Chinese from English (for example, 咖啡、澳大利亚), and in English from Chinese (for example, tofu), and discussing how and why these types of words are introduced
- noticing the use of English phrases and sentences in Chinese interactions (for example, 拜拜, or a few words of English in a Chinese pop song), and discussing the reason for the ‘code-switching’
- examining the role of myths, legends and 成语 in contemporary language use (for example, reading texts containing 成语, such as 井底之蛙, 画龙点睛 within 成语故事) and discussing their intended meaning, and the cultural importance of the classical language employed in contemporary contexts

### 6.16 Experiment with register with different people in different situations (Key concept; register, Key process; experimenting, adapting: Key text types: persuasive, information)

- exploring digital media to express meanings in Chinese (for example, typing Chinese characters, sending messages on mobile phones, using an instant messenger program in Chinese) and comparing with these media in English
- identifying the features of digital communication in Chinese—for example, text messages tend to be short and abbreviation is used along with other icons (88)—and discussing how the media have changed the way language is used
- creating texts conveying personal information by exploring and applying digital input systems, including Pinyin and handwriting and stroke input

## The role of language and culture

### 6.17 Explore the impact of tangible variables such as age, gender, and social position on choice of language used in interactions (Key concept: change; Key processes: ....<insert>)

- 'discussing cultural values reflected in language use and how they influence interactions, for example, in relation to the celebration 团圆 asking: 'In the colloquial phrase 合家团圆
- comparing values and beliefs across cultures, for example, identifying how Australian cultural values such as ‘mateship’ are expressed through language

- exploring the nature of the concept of 'family' in Chinese culture and how this influences relationships between individuals, for example, addressing adults as 叔叔 or 阿姨

#### 6.18 *Compare the traditions of language and culture that influence the way people interact with the place where they live and its people*

- Examine how and why Aboriginal and Torres Strait Islander and Chinese languages have adopted foreign words
- Compare languages from across the Asia region to the Chinese language to show how language is used to describe places and peoples and reflect the traditional relationships between place, language and culture
- Consider how the sustainability of places might be influenced either positively or negatively by the movement of people and traditions to new environments

### **Years 5 and 6 Achievement Standard**

By the end of Year 6, students participate in oral interactions, including expressing opinions and responding to communication initiated by others (我很喜欢唱歌。我的学校很漂亮。我觉得澳大利亚是很好的国家)。They use a range of questions (请问……？你是哪国人？你会说汉语吗？) and seek clarification (… 对吗？)。They access information from a range of print and digital resources (课文，菜单，宣传单，图样，地图，课程表，日历，行程表，天气预报) and incorporate key points to inform others and organise activities (我们这个星期六去打球，好吗？)。They respond to and give their impression of a range of imaginative texts, paying attention to pronunciation and tone, and using facial expressions and movement to suit audience and purpose. They translate everyday expressions (好久不见 or 不谢) for use in appropriate contexts. Sentences include details of time (八点，十二月二日，星期五), place (在澳大利亚，在墨尔本，在家) and participants (我的朋友，小明的哥哥)，using prepositions and possessive clauses (using 的)。They use a range of verbs, including verbs of identification, existence (是)，and some modal verbs (喜欢、会) to express interest or ability, and negate with 不 or 没。They use simple connectives (和) and conjunctions to connect ideas.

By the end of Year 6, students can explain the nature of tone-syllables and their importance in relation to how meanings are conveyed. They identify and describe features of the Chinese writing system applying their knowledge of the form of characters. They use Pinyin to develop and apply knowledge of spoken language, and show how digital resources and text-creation methods are used to enhance their ability to communicate across time and place. They compare the word order of Chinese sentences with that of English, recognising similarities and differences that impact on their effective communication in Chinese. They describe the features of familiar texts in Chinese and use these features to interpret meaning. They recognise diversity within the Chinese spoken and written language, and identify examples of this, particularly within their own community. They recognise and describe features of Chinese culture reflected in communication practices and apply this to their own interactions with Chinese people.

## Years 7 and 8

### Band description

#### **The nature of the learner**

Students are extending their depth of knowledge and repertoire for communicating in and understanding Chinese language and culture within the world of teenage experience, on topics of general interest.

#### **Chinese language learning and use**

Students explore the world of Chinese speakers through text and personal interaction, developing a deeper appreciation of life and experiences in diverse Chinese communities. Students use Chinese for self-expression, to access new information and to share their knowledge and experiences with others. Pinyin remains an important tool for learning the sound of new words, associating sounds with characters, and for creating digital texts in characters.

#### **Contexts of interaction**

Developing oral language includes actively using Chinese in a range of everyday contexts for purposes such as socialising with peers, transacting and getting things done, sharing information and engaging in performance with a range of participants, including native speakers and peers.

#### **Text and resources**

Students explore a range of written texts, developing strategies to interpret meaning where not all characters are known. They read, respond to and create digital texts, including blogs, biographies and opinion pieces, using a variety of technologies and software.

#### **Features of Chinese language use**

Chinese is the language of instruction and interaction and is used in more elaborate ways as students extend their knowledge of the grammatical system and its use through spoken and written communication. Students experiment with language, exploring how cultural meanings are expressed. They analyse how messages are conveyed across languages and apply their skills in mediating between Chinese and English in different contexts and situations. Classroom discussions focus on exploring and extending their range of contexts and audiences as they develop their personal communication skills.

#### **Level of support**

Learners are supported to develop increasing autonomy as language learners and users, to self-monitor and to adjust language in response to their experience in diverse contexts.

#### **The role of English**

English is used as appropriate to allow for explanation and discussion on issues associated with analysis of language, reflection on experiences, and comparisons across languages and cultures.

## Communicating

### Socialising

#### 8.1 Interact with peers and familiar adults to plan and arrange activities or social events in the context of the school or local community, and vary spoken language in response to the needs and demands of other participants

- participating in conversations about personal experiences, expressing opinions about what is common to these experiences (for example, 我们的老师教我们很多东西。我们都很喜欢他)
- comparing feelings about music, TV programs or sports, asking questions to seek ideas, request repetition, clarify meaning (for example, 你喜欢看电视, 不是吗?) and enhance mutual understanding, for example, A: 我不太喜欢听流行音乐, 我更喜欢摇滚乐, 因为摇滚乐很有意思。B: 古典音乐怎么样? 古典音乐也不错。
- 'negotiating with peers in relation to school policies and procedures, for example by affirming, accepting, clarifying, suggesting and recommending, such as 小明, 明天去动物园要穿校服吗?。
- organising and visiting Chinese-owned stores in the local area and specifying number or nature of items required, requesting, negotiating and accepting prices and completing transactions, for example: 我们什么时候去...?, 我们去哪儿买?, 我们要买什么?
- 'participating in class role-plays of shopping scenarios, including expressing opinions for the class involving expressing opinions about quality of goods (for example, 这条红色的裤子真好看), making comparisons with the same product from other retailers or service providers (for example, 他要一百块, 你要一百三十块) and expressing satisfaction or dissatisfaction with price, for example, 太贵了
- negotiating with classmates to determine an appropriate gift for an overseas visitor, acknowledging ideas and opinions of others and expressing agreement (for example, 好的), or disagreement, and offering alternatives, for example, 我觉得巧克力不好, 考拉拼图怎么样?

#### 8.2 Correspond with peers and familiar participants to compare opinions and attitudes about different cultures (Key concepts: difference, values, attitudes, adjustment; Key processes: comparing, contrasting, decision making, persuading; Key texts: magazines, newspapers, digital and multimodal texts)

- exchanging personal information via social networking sites for example, 你是哪国人? 你喜欢学习汉语吗?
- sharing information about life in different cultural contexts, expressing ideas and opinions 中国人喜欢吃米饭, 澳大利亚人喜欢吃面包, 你呢?

- sharing opinions about school or family life, including 我的学校，我的老师，我的好朋友，我的一家人, and linking ideas to explain and support a position or view, for example, 我的姐姐喜欢音乐，也很喜欢体育；我除了踢足球以外，还打板球。我觉得运动很有意思。

## Informing

8.3 *Summarise and compare information obtained from a range of spoken sources on unfamiliar topics, noting differences in register and the ways in which these ideas are expressed in Chinese (Key concepts: lifestyle, legacy, change, continuity, place; Key processes: summarising, comparing, contrasting; Key texts: video documentaries and personal interviews)*

- documenting specific details of events, customs and lifestyles presented in multi modal sources such as video clips and face-to-face interviews in order to summarise the information, for example, 中国人很喜欢喝茶，澳大利亚人喜欢喝咖啡。
- listening to and viewing celebrity interviews, news reports and documentaries to identify key information such as names of people and places, time and date, attitude and opinions 秦始皇，西安，北京，星期三，...很可怕，我很喜欢她，她是一个很棒的演员。
- listening to and viewing spoken texts and paying attention to voice, gesture or language choice to identify the strength of opinion or degree of emotion expressed, for example, recognising strong dislike expressed through 我一点儿也不喜欢 compared to 我不喜欢
- interviewing teachers or familiar adults about their past experiences for example, 他小时候每天都骑自行车. and presenting this information to the class, quoting the source of information [有人说；她告诉我；根据这个节目介绍

8.4 *Locate, classify and organise relevant information for known audiences including analysing data in simple diagrams, tables and graphs (Key concepts: lifestyle, change, trends place; Key processes: summarising, comparing, contrasting; Key texts: tables, graphs, information texts)*

- comparing brochures about similar topics to identify places of interest, public transport information and activities
- recognising the word/phrase boundaries in 我们学校/有/二百八十七个学生/ and applying knowledge of Chinese information-sequencing rules, for example, using the knowledge that Chinese organise information from most general to most specific in order to locate details in a Chinese address
- identifying the common organising categories in tables or graphs, for example, deducing that 国籍 means 'nationality' by determining the meanings of 中国，澳大利亚 etc in a table column

## Creating

8.5 *Observe how emotions and attitudes are conveyed and apply this knowledge in their own performances (Key concepts: emotion, love, hate; Key processes: expressing, responding; Key text types: narrative, film, drama)*

- identify features of performance, including the use of posture, movement, voice, images and sound to convey different emotions and attitudes for example 她跑得很快; 音乐听起来很轻快; 森林里很暗; 我很害怕。
- writing a short dialogue about an emotion and performing in groups

expressing and justifying their preferences for songs including their emotions to songs 我比较喜欢这首歌, 因为歌词很美 / 因为它让我想起我的故乡。

- creating short performances for example, a skit about celebrating Spring Festival, creating a simple lyric for a song about school life, or writing a rap about being a student of Chinese
- collaborating with peers to develop an imaginative promotional video to post on a website selling an innovative product or service, such as a Chinese translation service
- 

8.6 *Create narratives to describe experiences involving imagined people and places, (Key concepts: imagination, creativity, emotion, love, hate; Key processes: expressing, responding; Key text types: narrative, film, drama)*

- collaboratively creating stories with imagined characters and settings, capturing the characters' experiences in different cultures, for example, 《James 在上海》
- writing a creative account of an imagined experience with Chinese visitors in the local community, such as reflecting on hosting a Chinese student or taking a tour group to a local sporting event
- Write a recount of an adventure ( 《xxx 历险记》 )
- using descriptive language to set the scene and capture the reader's imagination, for example, linking sound, smell, taste and feel in describing the sound of traffic and the smell of breakfast stalls on a busy morning in a Chinese town
- exploring how alternative words can be used to convey varying attitudes and degrees of emotion towards people, places and events, for example, 我真高兴。你快乐吗? 他很幸福!

## Translating

8.7 *Consider alternative ways to interpret meanings for different audiences and purposes (Key concepts: roles, relationships, appropriateness)*

- Identifying the challenges of translating some concepts, and developing strategies to overcome these, for example: What is lost in translation? Why can't we just translate word for word? Why does context matter? Such as 'descendant of dragon' 龙的传人).

- interpreting the relationships of participants in a spoken interaction by observing word choices and gestures, for example: 老张 / 张校长/张小明 What titles and terms of address are used for individuals in Chinese? How do these titles compare to English practices?
- describing the impact of subtle differences in language use and the way meanings are implied rather than explicitly stated, for example, the use of 吧 to indirectly reject or refuse others in 我能来看看你吗? --- 不太好吧?
- avoiding literal (word for word) translations when trying to convey the intended meaning, for example, mediating a response to a compliment such as 你的衣服真漂亮。 ---- 哪有啊?
- reading bilingual signs in places such as restaurants, shops, pools, schools, hospitals and construction sites, and determining the effectiveness of the English translations, and analysing possible reasons for such interpretations 出口 exit 入口 entrance
- comparing word choices for warnings across languages, and discussing ways language is used to convey rules, expectations and permission, for example, comparing '闲人免进' to 'Staff Only'
- exploring a range of dictionaries, including online translation tools, and considering how these tools help or hinder in Chinese learning

**8.8** *Create short bilingual text about topics of personal interests and other learning areas  
Develop strategies for checking and self-correcting character use (Key concept: identity)*

- translating special terms from their favourite subjects into Chinese, for example, 加、减、乘、除
- producing a bilingual manual to show classmates how to ... (favourite game or subject)
- preparing a voiceover text in Chinese for a video presentation about the Chinese language program or the school environment and adjusting anything that is unclear before voice recording

**Reflecting**

**8.9** *Reflect on the cultural significance of how different groups and members of groups name themselves and are represented by others (Key concepts: identity, group, name; Key processes: describing, considering, reflecting, developing; Key text types: informational)*

- comparing Chinese and Western cultural symbols, for example, the symbol of dragon , 龙
- sharing information about their own membership of diverse groups and exploring how this is expressed in Chinese, for example, 每年春节小明的妈妈都会包饺子。安娜的妈妈每年圣诞节都烤火鸡。

- exploring the role of language in the formation and expression of identity, for example: Why does my classmate go to Chinese school on Saturday? Why do I speak Chinese to my teacher but feel strange speaking it to my classmates?
- analysing expressions of identity encountered in Chinese texts and interactions and comparing these with their own assumptions about Chinese people and their own expressions of identity, for example, 龙的传人 ( descendant of dragon)
- identifying how different opinions and perspectives are expressed and how this may be perceived by others, for example, comparing representations of foreigners in 外国人有一些不同的习俗 to 老外都很奇怪
- reflecting on their own cultural values and norms and comparing them to those of Chinese speakers; for example: What are their own values? Which of their own values are non-negotiable, and which Chinese values do they feel they should validate and support?

## Understanding

### Systems of language

#### 8.10 Discriminate differences in sounds and tone, and recognise patterns of sound flow in speech (Key concept: tone, intonation)

- discriminating between sounds heard in oral discourse, including the range of vowel and consonant combinations, for example, 'qin' vs 'qing' and 'chi' vs 'ci'
- examining the diverse meanings of words that share similar sounds, for example, the many meanings of the sound 'shi'; how to differentiate between 同音词 and 近音词 in different contexts (for example, 买东西/卖东西)
- comparing examples of regional variations in pronunciation, for example, the Beijing use of 儿 and the southern pronunciation of 'shi' and 'si'
- listening to interactions between unfamiliar voices at diverse speeds or clarity to develop auditory and comprehension skills

#### 8.11 Relate characters containing a common component or position to predict meaning (Key concept: commonality, reliability, meaning)

- estimating the probable sound and meaning of characters based on understanding of familiar radicals and phonetic sides when reading unfamiliar texts 鸡鸭鹅莺；但担旦胆
- analysing sequences of characters containing a common component or side to determine the features of form, function and reliability within the group, for example, explaining the features of position, phonetic function and range of sounds in the characters 请清情晴精睛猜
- describing characters to others by naming their components or sides in sequence, for example, 亻 'standing man' on the left, 言 'words' on the right = 信

8.12 *Apply knowledge of familiar morphemes to suggest the meanings of words encountered in texts (Key concept: morphology)*

- exploring the use of diverse character-morphemes to express similar ideas, for example, identifying multiple characters for 'food' (饭、菜、食、餐), and organising and classifying words containing these characters to understand their context of use (早饭、中国菜、食物、餐厅)
- recognising the two-syllable preference in Chinese nouns and applying this understanding when reading for meaning in words with suffixes such as 学校、学生、学习
- 
- exploring the nature of common idioms (成语) and inferring their meanings based on the meanings of individual morphemes and contexts of use, for example, 年年有余、人山人海

8.13 *Explore and apply ways to develop cohesion by organising and sequencing ideas in own oral and written communication (Key concept: cohesion)*

- comparing ways in which tense is expressed in Chinese, for example, 了 to indicate completion; 完 to indicate the achievement of a desired result; 想 to indicate intention; the use of verb negation 没有 to indicate incomplete past; and 正在 to indicate action in progress
- exploring the uses of diverse time expressions and ways to sequence events in time, for example, 先...然后; 一...就...; ...了, 就...;才; 第一; 然后
- comparing the functions of prepositions and discussing the importance of context when determining their meanings in texts, for example, 跟; 对; 给
- exploring and applying ways of sequencing and connecting ideas when constructing texts through the use of conjunctions, for example, 不但...而且...; 虽然...但是...
- developing ideas using different ways to negate depending on degree of formality or emphasis (我不是.....; 我哪儿有.....?; 我没有办法.....; 我不能.....; 不行; 别; 不准)

8.14 *Analyse how authors use features of different text types for different purposes (Key concept: audience, purpose)*

- comparing diverse genres with similar topics such as 生日会的安排 and 我的生日日记, recognising the differences in purpose, focus of information and language choice
- analysing and explaining the organisation and development of ideas or an argument in a range of genres, including textual features such as paragraphing

## Language variation and change

### 8.15 Investigate the nature and extent of Chinese language use locally and globally (Key concept: community, diversity, place)

- exploring ways Chinese language use is fostered among local communities and the use of Chinese in local media such as community radio, TV, newspapers and magazines
- exploring the use of 普通话 as a lingua franca in Chinese-speaking communities and identifying terms used in different regions to express a similar idea, for example, 普通话 vs 国语 ; 达人 vs 高手
- viewing words in 繁体字 in familiar contexts and applying their understanding of the simplification process to determine the possible meanings and the 简体字 equivalent, for example, 个-個; 说-說; 边-邊
- discussing the use of 繁体字 and 简体字 in Chinese-speaking communities today, including the revival of 繁体字 and the spread of 简体字 in diverse communities
- examining how globalisation is impacting on Chinese values and language use, for example, how responses to praise are shifting to reflect a western concept of gratitude (谢谢) rather than the modesty of the past (哪里哪里)
- reading texts consisting of 名人名言 such as 孔子说 : 有朋自远方来 , 不亦乐乎 and discussing the cultural meaning of the quote and how it is relevant to contemporary language use

### 8.16 Identify the changes in language use (Key concept: change, place)

- enquiring into the use of internet language, including numerical representations of words (for example 55555 = 呜呜他在哭) as a means of private communication among youth
- exploring the use of mobile phones and the internet to replace old ways of communication, for example, texting or emailing New Year greetings instead of going to 拜年 in person
- comparing features of correspondence and the circumstances in which some forms of correspondence are preferred, for example, why 贺节短信 is popular as a way to save time and money
- exploring the ways in which new words and phrases are incorporated into everyday communication in Chinese, for example, how English expressions of emotion ( 去happy吧 ) are used in chat forums and text messaging, and Pinyin abbreviations used to replace characters (L P = 老婆)

- examining how the adaptation of words reflects and encourages cultural change, for example, gender equality is reflected in the use of 妳 to acknowledge females and 他们 to include both men and women

### *The role of language and culture*

#### *8.17 Describe how variations in language are used to convey different levels of formality and authority (Key concepts: formality, relationships)*

- identifying the things they take for granted in communication (for example, a shared understanding of gesture, body movement and word meanings), and reflecting on how these may be interpreted differently by others
- discussing how language use varies within communities, and reflecting on how communication is shaped by the location, languages and cultures, for example, 计算机 / 电脑 , 哪儿 / 哪里
- reflecting on how individual words may be interpreted differently by others, for example, 'mate' in Australian context and '兄弟' in Chinese context

#### *8.18 Explore how language traditions and cultures adapt to reflect people's connection to a new place*

- Examine how and why Aboriginal and Torres Strait Islander and Chinese cultures have adapted to new places
- Explain the influence of Chinese culture and language on societies in the Asia region, including Australia
- Identify how people's connection to, and identification with new social and physical environments influence the maintenance of language, traditions and culture

### **Years 7 and 8 Achievement Standard**

By the end of Year 8, students sustain oral interactions, including negotiation and the discussion of ideas and opinions (你要去看电影吗? ; 我们可以六月份一起去). They use strategies to assist in accessing and comprehending information obtained from a range of spoken and print sources ( 电视节目 , podcast, 电话留言 , 广告 , 老师推荐的网站 , 书籍 , 图书馆目录 , 游记 ) and convey the relevant information through a range of texts. Students create imaginative and informative texts with the support of word lists, resources and strategies. They apply distinctive features of Chinese grammar and sentence structure to enhance their communication. Sentences generally contain two or more ideas connected by cohesive devices (不但.....而且..... ; 因为..... 所以.....), using time expressions ( 先.....再..... ) and tense markers (了、完) to sequence events and ideas. They make comparisons (比; 跟.....一样), and provide explanations or reasons for opinions or decisions using phrases which order and link their ideas. They use reported speech to refer to the ideas of others ( 他们认为.....) . Students vary their language use for different audiences to demonstrate intercultural understanding, such as responding to compliments or opening gifts. They speak with attention to pronunciation, tone and phrasing, using voice and pitch to add emotion or emphasis to their message.

By the end of Year 8, students use digital resources and text-creation methods to communicate with others, and to assist in accessing information in Chinese texts. They identify how information is structured in Chinese texts, and the importance of cultural and contextual cues to correct interpretation of meaning. They identify differences in traditional and simplified characters and the use of regional varieties within the Chinese community. They explain how character components can indicate sounds and meanings. They identify the differences and similarities in oral Chinese. They explain how characters can be combined to make different words (中国, 城, 中国城). They explain how features of Chinese culture impact on communication practices, and reflect on their own interactions with Chinese-speaking people.

## **Years 9 and 10**

### **Band description**

#### **The nature of the learner**

At this level, students are extending their depth of knowledge and repertoire for communicating in Chinese both orally and in writing. They explore the strengths and limitations of this repertoire and make connections with their own future pathways and engagement with the world.

#### **Chinese language learning and use**

Students use Chinese language for self-expression, to obtain information and present a point of view to others, identifying subtle differences in word use and manipulating language for different purposes and audiences. Pinyin remains an important tool for learning the sound of new words, associating sounds with characters, and for creating digital texts in characters.

#### **Contexts of interaction**

Likely contexts for interaction are extended to encompass the exchange of information and opinions on topics to develop a deeper appreciation of cultural practices and traditions in diverse Chinese communities. Learners interact with a broader range of Chinese speakers, using the spoken language to participate in discussions and interactions.

#### **Text and resources**

Likely Chinese language text types are short informative texts from various websites, opinion pieces from personal blogs and online chat forums conducted in Chinese with users in diverse locations. Students access information and explore texts written in Chinese, developing strategies to interpret meanings where not all characters are known.

#### **Features of Chinese language use**

Learners engage in cross-cultural communication and reflect on their own experiences in Chinese. Classmates work collaboratively to exchange information and ideas relating to contemporary issues or events and to share their life experiences. They use creative and expressive language in narratives to express their imagination.

#### **Level of support**

Learners are supported to develop autonomy as language learners and users, to self-monitor and to adjust language in response to their experience in increasingly diverse contexts. They access characters and vocabulary from a range of print and digital resources and online and print dictionaries.

#### **The role of English**

Chinese is the language of instruction and interaction. Some discussion and reflection is necessarily carried out in English, but learners at this level are beginning to express some complex concepts and reactions in Chinese.

## Communicating

### Socialising

10.1 *Participate in spoken discussions with peers and other adults to plan, implement and evaluate ways to contribute to local and global communities and adjust spoken language use for different audiences, purposes and contexts (Key concepts: celebrity, leisure and recreation, built and natural environment; Key processes: planning, negotiating, deciding; Key text types: newspapers, magazines, and digital texts)*

- participating in discussions and expressing personal opinions on issues relevant to contemporary youth, such as 教育, 环境, 科技, 文化, displaying levels of politeness or assertiveness as appropriate to context, for example, 我希望 vs 我要; 你最好 / 你应该 vs 你一定要,
- inviting others to voice opinions and eliciting alternative positions by asking questions such as 你怎么看? 你觉得呢? 你同意吗? and responding to verbal and non-verbal cues (including silence) from participants
- acknowledging the ideas, views and opinions of others when expressing agreement or disagreement (for example, 好的、我同意), and challenging the opinions of others using rhetorical questions or concessionary or emphatic phrases, for example, 你说的有道理, 可是.....; 你怎么可以说.....?; 你说的不对
- commenting on transaction experiences and acknowledging work of others, for example, 谢谢你的帮助, 但是如果你.....就更好了。
- planning group events such as an excursion to Chinatown and persuading others to get involved and contribute in different ways, for example, 我们去中国城可以吃到中国的小吃, 你不是很喜欢吃早茶的吗? 你来决定我们去哪个饭店吧。

10.2 *Exchange and elaborate on points of view in written texts about people, places and activities (Key concepts: values, beliefs, attitudes, future, work; Key processes: analysing, evaluating; Key text types: magazines, newspaper, online formats)*

- introducing a topic or issue for discussion with others (for example, the importance of China to Australia's economy, the growth of Chinese tourism in Australia, and ways to promote a better understanding of China in Australian schools), and leading the discussion in a manner likely to elicit ideas related to possible scenarios or outcomes
- referring to information stated or requesting or providing further details in order to clarify or confirm the ideas or views of others, for example, 你说澳洲人对中国的印象是...
- discussing issues, suggesting alternative solutions and making decisions using levels of formality and respect appropriate to audience and purpose, for example, 我觉得这样做更适合; .....可以吗?

- following online media conventions and experimenting with terms such as 楼主 referring to participants of the shared digital space
- creating and displaying posters to raise peers' awareness and help promote the messages of charity organisations conducting work in China
- sharing interest and fascination with people, places and events in the Chinese world with others by reading about places and historical figures (such as 秦始皇, 毛泽东) and writing articles for the school newsletter to inform others, recommending further reading and websites (Chinese and English)

## Informing

*10.3 Analyse and compare perspectives on topics of interest identifying the different ways emotions, intentions and ideas are expressed in different languages (Key concepts: celebrity, leisure and recreation, place, education, youth, space; Key processes: comparing, contrasting, negotiating, deciding, persuasion; Key text types: documentaries, podcasts, multimodal)*

- obtaining and discussing differences in the way events are reported in different media sources such as local and national Chinese news programs
- collating and analysing data on life in Chinese communities (such as positive and negative experiences of adjustment to life in Australia, impressions of Australian education system, and perspectives on the Australian national character) by interviewing Chinese speakers and utilising a range of graphic organisers to collate and compare ideas from diverse sources and perspectives
- presenting or supporting a personal position or view by reconstructing information from diverse sources, summarising key points, and using quotes or supporting information, acknowledging diverse perspectives and sources of information and the views of others by using reported speech, and using forms of presentation appropriate to the subject matter, for example, charts, images to support text
- making presentations on aspects of cultural practices and way of life in Chinese communities with a balanced perspective and avoiding stereotyping, for example, 很多中国人……；据报道，百分之三十的人口……

*10.4 Collate, transpose and present different perspectives from different sources identifying characteristics in script, structures and vocabulary in relation to audience and purpose (Key concepts: ideograph, home, career, future; Key processes: extracting, collating, identifying; Key text types: short modified informational texts)*

- exploring websites designed for foreign audiences, identifying relevant information on research topics such as 中式饮食, 娱乐活动, and comparing sources, discriminating between fact and opinion, identifying information which is not credible or which is too value-laden
- reading and sharing key information from diverse authors making connections between the author's opinion and attitudes towards particular topics, such as 中国的独生子女, and their background and experiences

- sharing ideas on sources of information and explaining ways to utilise these sources, with examples or data to support one's opinions
- preparing visual displays of data or information gathered from personal research to share with Chinese peers on features of lifestyle or experiences of Australian young people, for example, educational opportunities, outdoor and sporting activities across the seasons, or a typical weekend for an Aussie teenager

## Creating

10.5 *Discuss how attitudes are portrayed in contemporary Chinese media (Key concepts: imagination, creativity, emotion, love, hate; Key processes: expressing, responding; Key text types: narrative, film, drama)*

- viewing episodes of popular TV programs, such as sitcoms from mainland China, Taiwan and other regions, sharing opinions on characters and plot (for example, 我不懂他们为什么吵架。他真的很烦人，我特别不喜欢他), and expressing own reactions to similar situations and contexts represented, for example, 如果我是她.....; 我觉得他最好.....
- listening to popular Chinese songs, comparing themes and content to those in Australia, and discussing how popular culture reflects social issues, for example, 女性的地位
- creating own dramatic performances to entertain others with a focus on accuracy of tone and rhythm appropriate to choices in language, gestures and common colloquial expression
- creating plays with plots to reflect personal opinions on topics of interests (for example, 旅行，未来), using props to support storytelling, and experimenting with language, image and sound to convey complex ideas and enhance audience appreciation
- presenting own version of a familiar story or event, for example, collaborating to create a voiceover for a segment from a familiar TV show or commentating a youth sporting event
- reading narratives (for example, personal histories and extracts from teenage fiction) and writing a journal to share personal reflections on the ways of life and experiences portrayed and expressed, providing reasons for their opinions, for example, 这个故事非常..... 比如说.....你一定要看这本书！

10.6 *Create imaginative texts that express aspects of Chinese culture for different audiences (Key concepts: values, tradition; Key processes: creating, expressing, reading, writing; Key text types: short original narrative texts)*

- creating narratives in which they position themselves and describe experiences and emotions in imagined scenarios and places, for example, 假如我是巨星

## Translating

### 10.7 Use semantic and syntactic cues to decode the meaning of spoken Chinese (insert key concepts)

- identifying core values implicit in interactions and explaining these to English speakers, for example, describing the language of celebration, including the origins, significance and meanings of commonly used expressions such as 福如东海、年年有余
- describing interactions showing consideration of 面子 , and discussing the differences in the significance of 面子 when the interaction occurs interculturally
- interpreting key ideas conveyed in Chinese texts, discussing how to maintain the sentiment and intention of authors when retelling or summarising in English, and understanding why this is important in translation
- reading everyday Chinese texts encountered in shop brochures, product packaging and advertising; identifying challenges involved in conveying meaning in English; and explaining word choices and textual features employed to enhance meaning

### 10.8 Identify similarities between Chinese and English syntax and vocabulary and explain how these similarities can be used when transferring culture or context specific ideas from Chinese into English (insert key concepts)

- producing bilingual displays about Chinese language, culture or contemporary society to share learning and knowledge with the whole school community, for example, a poster display on Chinese characters, on earthquake-prone areas such as Sichuan, on youth cultures in China, or on the Chinese community in Australia.
- creating own texts in Chinese and exploring how word choices impact on the subtlety or accuracy of intended meaning
- considering ways of exemplifying ideas to ensure effective mediation of ideas or information, for example, explaining the rules and procedures of a cricket match
- using alternative ways of expressing meanings when communicating unfamiliar ideas, for example, 一个孩子 for 独生子女 ,
- using print and online dictionaries to expand their own linguistic repertoire and convey subtle meanings when creating own texts, realising the risks of word by word translation, and recognising the value of looking for examples of words used in context as a mechanism to check or confirm the precise meaning of new words

## Reflecting

10.9 *Compare and contrast aspects of young Australians' lives with those of young people in Chinese-speaking communities, reflecting on the impact of these aspects on their own attitudes and beliefs and those of others (Key concepts: behaviour, youth, lifestyle, social distance; Key processes: comparing, contrasting, reflecting; Key text types: magazines, newspaper, online forums, games)*

- constructing texts and participating in interactions with young Chinese which involve sharing aspects of their own identities as young Australians, for example, 中国的年轻人喜欢做什么？我说我喜欢足球，他知道我说的是什么运动吗？
- comparing own experiences and opinions with those of Chinese youth encountered in diverse texts and contexts, for example, exploring how young people feel about school: What is universal? What is culturally specific? What is environmental? Why do we do things a particular way?
- viewing texts related to the experiences of young Chinese speakers (for example, 偶像剧) and discussing aspects of their life, world or values conveyed, for example, asking: What assumptions or generalisations are made? How does this impact on our perception of Chinese youth? Does this reflect the reality of Chinese youth?
- exploring diversity within Chinese identity and becoming more aware of this when interacting with Chinese speakers, for example, understanding that calling Chinese speakers 中国人 does not reflect the diversity of Chinese speakers' identities
- engaging in interaction with Chinese speakers and reflecting on how own language choices are perceived by Chinese speakers, for example: Is my communication culturally appropriate? Should I adjust language and gesture to help convey meaning more appropriately and effectively?

## Understanding

### Systems of language

10.10 *Identify differences in intonation, rhythm and sounds when listening to speakers of different age and gender, and explore regional differences (Key concept: phonology)*

- exploring the changes in neutral tone and identifying patterns to aid their own pronunciation and flow of expression, for example, the use of neutral tone for the second syllable when it repeats or does not contribute to the meaning of the first syllable (妈妈、孩子)
- experimenting with tone changes and reflecting on the impact on fluency when speaking, for example: Can they speak faster? Do their words sound less forced and more natural?
- exploring the role of emphasis, stress and rhythm in expressing subtle meanings in interactions

10.11 *Relate prior knowledge of character form and function to infer information about sound and meaning of unfamiliar characters (Key concept: orthography)*

- analyse different fonts and handwriting, including calligraphy and cursive forms of handwriting
- describing orthographic features of new characters encountered, including the structure, sequence and relationship of components, and explaining connections evident between form and sound and meaning
- recognising that characters may have multiple sounds (多音字) and multiple meanings

10.12 *Apply knowledge of individual morphemes to identify the function and use of words of similar meaning in specific contexts (Key concepts: morphology, context)*

- identifying the meanings of abbreviations and analysing examples of abbreviations alongside their original forms to identify the ways in which abbreviations are formed in Chinese
- examining and explaining the relationships between characters and word meanings when encountering new vocabulary
- recognising commonly seen prefixes and suffixes, including 老, 子, 儿, and identifying the functions of the words

10.13 *Analyse and examine how effective authors control sentence structure and use language to engage audience*

- comparing the use of words that rely on interpretation of context to convey the intended meaning (such as 让、给), for example, listening to and reading several extracts from texts which use the same word in a different way
- expressing conditions (for example, 如果...就); expressing cause and effect (for example, 为了...); and expressing condition, quality or result of an action, for example, 坐得下、说得对、做完、买到
- justifying opinions and building logical arguments by expressing additional information and providing additional reasons (for example, using 不但...而且... ; 除了...以外 ; 另外), and introducing contrasting views to others using elements such as cohesive devices, for example, 不是...而是... ; 不过 ; 虽然...但是...
- exploring the ways in which language can be manipulated to make ideas more objective (for example, removal of personal pronouns and opinions), and examining the topicalisation of noun phrases in Chinese and experimenting with omitting nouns (zero subjects) in their own communication
- experimenting with the use of 成语 and famous sayings to substantiate ideas in Chinese
- experimenting with 的 as a subject modifier to express ideas that would contain relative clauses in English, for example, 我昨天买的书不太贵

10.14 *Compare the purposes, text structures and language features of traditional and contemporary texts (Key concepts: audience, purpose)*

- exploring the use of repetition to add emphasis and strengthen their ideas, for example, 不同的国家有不同的文化
- viewing different types of texts on similar topics and recognising differences in discourse of oral and written texts, especially language used, such as 昨天街上人很多。昨天街上人山人海。
- analysing features of text structure (for example, layout, expression and tone) and rhetorical devices (for example, metaphor, parallelism and exaggeration) used to convey a persuasive argument or position

**Language variation and change**

10.15 *Evaluate the place of Chinese in the world (insert key concepts)*

- recognising traditional characters encountered in their local Chinese communities and making note of their simplified character version
- exploring examples of types of simplifications and ways of associating traditional characters with known simplified forms, for example, whole simplifications 为-為, part substitutions 汉-漢 and half simplifications 说-說
- exploring the role of code-switching in the language use of bilingual speakers—for example, acronyms,) and words which have not been translated from their original English—and how Chinese authorities are trying to change this and limit their use in everyday media

10.16 *Examine how language defines roles as outsiders or insiders in groups and cultures (insert key concepts)*

- experimenting with internet language to communicate with peers in a class blog and recognising the value of technology in exploring and constructing own texts
- considering how they can be more inclusive in their own language use, for example: What questions could they ask to understand others better? What words are best to be avoided? How can they express their opinion without offence?
- examining the use of inclusive language and how ideas are framed, for example, the impact of positive versus negative framing on how meaning is interpreted across languages and cultures, such as ‘足下留情，小草常青’ vs ‘Keep off the grass’
- exploring the contexts and implications of terms used to identify others, for example, 老外、华侨、华裔、大陆人、华人、中国人、少数民族

## **The role of language and culture**

### *10.17 Examine how expressions of familiarity and distance vary within and across different forms of oral and written communication (insert key concepts)*

- exploring how known languages influence their communicative preferences, such as reflecting the values of one culture when communicating in another, for example, differences in the use and frequency of 'thank you' and '谢谢'
- making connections between first language and how it influences communication in additional languages, for example: Why do Chinese speak English in certain ways? What features of my first language influence how I speak Chinese? How does this affect mediation of ideas between languages?
- interacting with people of different ages and positions, varying language and level of formality and taking consideration of 面子, for example, using appropriate ways to accept or decline requests, compliments or suggestions, such as 你能不能帮我一点忙? ---- 对不起, 我没有空
- examining how concepts such as humour and humility are conveyed in Chinese, and discussing how these may be perceived by non-native Chinese speakers
- reflecting on taboos in language use and how these can impact on communication across cultures, for example: Is it okay to ask someone's age in China? Why do numbers and colours matter? What are we superstitious about? What hand gestures are acceptable? What can I joke about?

### *10.18 Analyse the way that language and culture influence and are influenced by local and global considerations*

- Analyse why Aboriginal and Torres Strait Islander and Chinese words have been adopted by other languages
- Identify concepts and attitudes embedded in Chinese culture and language that affect responses to issues of significance in the Asia region
- Explain how the understanding of local, regional and global sustainability issues can influence and be influenced by, people's culture, traditions and spiritual beliefs

## **Years 9 and 10 Achievement Standard**

By the end of Year 10, students sustain extended spoken and written interactions with others, including the negotiation of ideas and opinions ( 为什么学中文很重要? ; 澳大利亚的语言 ; 好用的手机 app). ( 我不太同意你的说法, 因为..... 你觉得呢? ; 虽然你说得有道理, 但是..... 所以我觉得.....). Students speak with attention to pronunciation and tone. They use their knowledge of the Chinese writing system to expand their reading and writing abilities, using print and digital resources and text-creation methods. They access information from diverse sources (新闻, 访谈, podcast, 纪录片) to develop and substantiate their own position. They view and discuss creative performances ( 娱乐节目-小品, 合唱, 音乐录影, 流行歌曲比赛, 电视片, 电影 ) to identify the different perspectives and values conveyed. Students produce short informative and imaginative texts using simplified characters for a variety of audiences and purposes ( 什么是最健康的食物? )

如果我...的话)。They use a range of sentence structures to connect and develop their ideas, including prepositional phrases used to describe participants (我和 / 跟妈妈去买东西。), time and place. Adverbs are used to express time, tense and frequency of events (总是, 还没有)。Students compare information and ideas, and explain or justify information. They relate events using conjunctions (虽然如此....., 尽管这样.....但是.....)。They apply a range of stylistic devices such as rhetorical questions, quotes and 成语.

By the end of Year 10, students differentiate between pronunciation, tone and the use of words by different speakers. They identify how information is structured in Chinese texts, and the importance of this understanding to correct interpretation of meaning. They respond to diversity within the Chinese spoken and written language, identifying differences in traditional and simplified characters. They explain how features of Chinese culture impact on communication practices. Students reflect on how one's cultural experience impacts on interactions with Chinese speakers.

Revised Chinese – Second Language Learner Pathway - F-10 Scope and Sequence – November 2013

Communicating <i>Using language for communicative purposes in interpreting, creating and exchanging meaning.</i>							
Sub-strand	Description	Thread	F - Year 2	Years 3 - 4	Years 5 - 6	Years 7 - 8	Years 9 - 10
SOCIALISING	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in shared activities through planning, negotiating, deciding, arranging and taking action.	Oral - Interacting	Interact with teachers and peers to participate in class routines, structured conversations and activities using modelled Chinese tones, syllables and rhythms	Interact with teachers and peers to share personal and class experiences and experiment with the use of tone and intonation	Interact with peers and familiar adults to organise shared experiences and vary speaking conventions according to formality and needs of a specific audience	Interact with peers and familiar adults to plan and arrange activities or social events in the context of the school or local community, and vary spoken language in response to the needs and demands of other participants	Participate in spoken discussions with peers and other adults to plan, implement and evaluate ways to contribute to local and global communities and adjust spoken language use for different audiences, purposes and contexts
		Written - Interacting	Examine simple written texts about familiar experiences and found in familiar settings to share thoughts with the class	Exchange simple correspondence with teachers and peers to share personal information and pay attention to how individual characters and their components are organised	Exchange correspondence and simple written promotional material with known others to plan daily tasks, activities and events and apply knowledge of Chinese script sequences and compound characters	Correspond with peers and familiar participants to compare opinions and attitudes about different cultures	Exchange points of view in written texts about people, places and activities using compound characters
INFORMING	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts.	Oral – Obtaining and processing	Recognise words and names of familiar objects using tone, actions and gestures to deliver short presentation to peers	Identify and request information about people, places and things using learnt phrases and key words	Identify how key words and phrases relating to number, times, places and people are chunked in spoken exchanges and apply this knowledge to select and sequence appropriate content for identified audiences	Summarise and compare information obtained from a range of spoken sources on unfamiliar topics, noting differences in register and the ways in which these ideas are expressed in Chinese	Analyse and compare perspectives on topics of interest identifying the different ways emotions, intentions and ideas are expressed in different languages

## Communicating

*Using language for communicative purposes in interpreting, creating and exchanging meaning.*

Sub-strand	Description	Thread	F - Year 2	Years 3 - 4	Years 5 - 6	Years 7 - 8	Years 9 - 10
		Written – Obtaining and processing	Practise learned characters related to everyday situations, personal interests and topics taught at school	Identify how simple information texts are organised depending on the topic and select these features and learned characters to construct simple information texts	Identify the meaning of words and phrases used in information texts and use this information for different purposes such as posters, charts and maps	Locate, classify and organise relevant information for known audiences including analysing data in simple diagrams, tables and graphs	Collate, transpose and present different perspectives from different sources identifying characteristics in script, structures and vocabulary in relation to audience and purpose
CREATING	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.	Oral – Imaginative experience	Join in with Chinese stories, songs and rhymes by reproducing rhythm and sound patterns to express feelings	Perform familiar, simple songs, poems and stories using voice, rhythm, and appropriate gesture and action	Identify characters, events and viewpoints in short imaginative texts and express personal opinions about them with peers	Observe how emotions and attitudes are conveyed and apply this knowledge in their own performances	Discuss how attitudes are portrayed in contemporary Chinese media,
		Written - Imaginative experience	Contribute to the sharing of stories using illustrations and images	Create short stories to entertain peers writing in simple characters or short sentences	Describe imagined characters and sequences of events, using modelled texts or word lists for support	Create narratives to describe experiences involving imagined people and places	Create imaginative texts that express aspects of Chinese culture for different audiences
TRANSLATING	Moving between languages and cultures orally and in writing, evaluating and explaining how meaning works.	Oral - Creating Chinese translations	Identify words and phrases spoken in Chinese and English from familiar contexts that have similar meaning or purpose	Consider contextual cues to infer the meanings of words in a range of predictable spoken contexts	Identify common spoken Chinese expressions and discuss examples of words and phrases that do not readily translate into English	Consider alternative ways to interpret meanings for different audiences and purposes	Use semantic and syntactic cues to decode the meaning of spoken Chinese

## Communicating

*Using language for communicative purposes in interpreting, creating and exchanging meaning.*

Sub-strand	Description	Thread	F - Year 2	Years 3 - 4	Years 5 - 6	Years 7 - 8	Years 9 - 10
		Written - Creating Chinese translations	Identify high frequency words in Chinese characters and Pinyin through the use of some basic contextual cues	Connect the English/Pinyin equivalent of common expressions in Chinese for family and friends	Interpret and translate simple texts encountered every day for family and friends	Create short bilingual text about topics of personal interests and other learning areas Develop strategies for checking and self-correcting character use	Identify similarities between Chinese and English syntax and vocabulary and explain how these similarities can be used when transferring culture or context specific ideas from Chinese into English
<b>REFLECTING</b>	Reflecting on intercultural language use and how language and culture shape identity.	Reflecting	Observe how relationships with others influence language choices	Compare how aspects of personal identity are expressed in Australian and Chinese contexts	Compare how Chinese and English language and culture differ and identify how this knowledge can help communication	Reflect on the cultural significance of how different groups and members of groups name themselves and are represented by others	Compare and contrast aspects of young Australians' lives with those of young people in Chinese-speaking communities, and reflect on how these impact on communication

Understanding <i>Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange</i>							
Sub-strand	Description	Thread	F - Year 2	Years 3 - 4	Years 5 - 6	Years 7 - 8	Years 9 - 10
Systems of language	Understanding the language system, including sound, writing, grammar and text.	Phonology	Identify the four tones, pronunciation of sounds, and rhythm	Recognise the tone-syllable nature of spoken language, and compare Chinese and English sounds	Discriminate between similar or related syllables and words by listening with attention to tone, stress and phrasing	Discriminate differences in sounds and tone, and recognise patterns of sound flow in speech	Identify differences in intonation, rhythm and sounds when listening to speakers of different age and gender
		Orthography	Recognise Chinese characters as a form of writing and Pinyin as the spelled-out sounds of spoken Chinese	Explore features of Chinese characters (such as stroke types and sequences, and component forms and their arrangement) and associate character forms with their meaning	Identify how character structure, position and component sequences relate the form of a character to its particular sound and meaning	Relate characters containing a common component or position to predict the meaning	Relate prior knowledge of character form and function to infer information about sound and meaning of unfamiliar characters
		Morphology	Describe how each syllable in a word has a meaning	Know that Chinese words are made up of syllable-morphemes and identify key morphemes in words of related meaning	Use knowledge of morphemes to identify and recall the meanings of words in context	Apply knowledge of familiar morphemes to suggest the meanings of new words encountered in texts	Apply knowledge of individual morphemes to identify the function and use of words of similar meaning in specific contexts
		Syntax	Identify that Chinese sentences have a particular word order	Use nouns, adjectives and simple sentences to record observations	Form sentences to express details, such as time, place and manner of an action, and to sequence ideas	Explore and apply ways to develop cohesion by organising and sequencing ideas in own oral and written communication	Analyse and examine how effective authors control sentence structure and use language to engage audience
		Text	Engage with familiar text types in Chinese to predict gist	Identify structure and features of simple texts presented in Chinese	Analyse how the features of text organisation vary according to audience and purpose	Analyse how authors use features of different text types for different purposes	Compare the purposes, text structures and language features of traditional and contemporary texts

Understanding <i>Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange</i>							
Sub-strand	Description	Thread	F - Year 2	Years 3 - 4	Years 5 - 6	Years 7 - 8	Years 9 - 10
Language variation and change	Understanding how the nature and function of language varies according to context, purpose, audience and mode, the dynamic nature of language; and varieties of language.	Chinese and its variants	Know that Chinese is a major community language in Australia	Know that Chinese is spoken by communities in many countries	Recognise that Chinese is characterised by diversity in spoken and written forms	Investigate the nature and extent of Chinese language use locally and globally	Evaluate the place of Chinese in the world
		Register	Identify the features of formal language used at school	Identify the different features of informal and formal conversation	Experiment with register with different people in different situations	Identify the reasons for changes in culturally valued texts	Examine how language defines roles as outsiders or insiders in groups and cultures
Role of language and culture	Analysing and understanding how language and culture shape meaning.	Language choices	Describe how people use different languages to communicate and participate in intercultural experiences	Compare how terms are used to indicate relationships and express cultural values that may be different from their own	Explore the impact of tangible variables such as age, gender, and social position on choice of language used in interactions	Describe how variations in language are used to convey different levels of formality and authority	Examine how expressions of familiarity and distance vary within and across different forms of oral and written communication
		Dynamics of language, culture and place	Identify the way languages are used to tell them about peoples traditions, cultures and places	Explain the role languages play in passing on traditions and cultures that come from a particular place	Compare the traditions of language and culture that influence the way people interact with the place where they live and its people	Explore how language traditions and cultures adapt to reflect people's connection to a new place	Analyse the way that language and culture influence and are influenced by local and global considerations

## Second Language Learner Pathway Years 7 to 10 (Year 7 Entry) Sequence

### Years 7 and 8

#### Band description

##### **The nature of the learner**

Students beginning to learn Chinese in Years 7 and 8 as second language learners will have no prior learning in Chinese. Students contrast their knowledge of speech and writing in English and other known languages to their developing understanding of Chinese. They are likely to understand more words than they can say or write.

##### **Chinese language learning and use**

Students will begin to use Chinese within the world of teenage experience, on topics of interest and the world of learning. They develop oral language through active listening, observing interactions between native speakers, and using the spoken language for purposes such as socialising, transacting and getting things done, sharing information and engaging in imaginative performance. They develop their written and oral skills in Chinese, using Pinyin as a resource to support learning, prepare drafts of oral and written texts, and learn new oral vocabulary.

##### **Contexts of interaction**

Students engage in learning Chinese in the classroom by using resources and materials, and through interacting and exchanging information and ideas with their teacher and peers.

##### **Text and resources**

Students listen to, read, view and interact with a variety of short modified informational, imaginative and persuasive Chinese texts, including texts that are valued within Chinese culture and community. Texts that are written in characters include glossed Pinyin glossary or character/vocabulary lists as appropriate.

##### **Features of Chinese language use**

Learning is conceptual and reflective as students develop their ability to talk about language and culture systems and develop their skills in mediating between languages and cultures. Learning and use focuses on active exploration of the Chinese language system, which they draw upon to communicate their own ideas and engage in collaborative decision making and action.

##### **Level of support**

Students require support to develop their communication skills. Correct language use is continuously modelled by the teacher and students utilise a range of resources including online support materials, dictionaries, character lists and glossaries.

##### **The role of English**

English is used when appropriate to allow for explanation, reflection and discussion to reflect on their experiences in Chinese, comparing their everyday communication and experiences to those observed in Chinese language communities.

## Content Descriptions and Elaborations

### Communicating

#### Socialising

8.1. *Participate in informal and structured situations with peers and teachers to exchange personal information using patterns of Chinese tones, syllables and rhythms [insert key concepts]*

- exchanging greetings with peers and familiar adults, choosing appropriate greetings to suit age or position (for example, 您好, 老师好) or time of day (for example, 你早, 晚安), and using appropriate tone and intonation
- interacting and expressing personal ideas and opinions on experiences such as home life and routine, school and education, diet and food, travelling and leisure, climate and weather, expressing opinions and preferences and stating reasons to elaborate the message, for example 我不太喜欢...、我觉得...因为
- engaging in class dialogue by responding to questions such as 你喜欢运动吗?, expressing agreement and disagreement with others' opinions (for example, 对, 我也很喜欢运动。), and making sure that other participants are included in the interaction, for example, 我去过法国, 你呢?
- using set phrases to greet, thank, apologise and ask permission from peers and teacher, for example, 我可以上厕所吗? ; 谢谢; 对不起
- comparing own experiences to the lives of young Chinese people, for example, 我觉得7:30 上学太早。我不坐地铁上学, 我坐公共汽车上学。

8.2. *Examine simple written texts and share differences between English and Chinese script with the class and share and compare personal information and aspects of daily life with others via social media or correspondence (insert key concepts)*

- participating in posting on a shared blog and exchanging personal information (for example, name, age, nationality, school and year level) with students from sister schools, for example, 你好, 我叫 Ann, 我是澳大利亚的学生。
- responding to correspondence (for example, emails, letters or postcards), including by answering questions, clarifying meaning (你说你想来澳大利亚, 是吗?), seeking further information (你想一月来吗?) and addressing requests ( 澳大利亚一月是夏天, 很热)
- using supporting images in own writing, for example, using emoticons such as >\_<||| to enhance meaning in digital communication

- using digital media to produce a bilingual publicity flier for an upcoming cultural or sporting event, such as 汉语角, to advocate Chinese learning among school community members

## Informing

### 8.3. Collate and present information on numbers, times, places and people to peers and teachers using contextual cues to identify key ideas (insert key concepts)

- listening to or viewing public information texts such as weather forecasts and announcements, and identifying specific information and key words, for example, 点, 度, 米, 公里, 元/块
- viewing audiovisual texts such as a cooking program and answering questions from classmates about the key procedures and main ingredients, for example, “蚂蚁上树” 没有蚂蚁。树是粉丝, 蚂蚁是猪肉。
- obtaining the gist or specific information in spoken texts by focusing on familiar, predictable items in a flow of words, and capturing details that distinguish the level or degree of opinion expressed through voice, gesture or language choice, recognising the emotion and degree of enthusiasm or dislike expressed, for example, 我一点儿也不喜欢 ... compared to 我不喜欢...
- presenting information obtained by restating key phrases and explaining reasons for actions and feelings, such as 她很高兴, 因为...
- preparing short presentations of data collected from various sources, including texts in English on familiar people, places and events (for example, 澳大利亚的总理, 澳洲旅游地区, 夏天生活), and creating visual supports such as a timeline to assist the presentation

### 8.4. Obtain and convey information about life in other communities to peers and known adults and compare how the information is presented in different types of simple information texts [Key concepts: time, place, number, valued knowledge]

- locating and identifying key information in written texts such as timetables, calendars, brochures and advertisements, recognising familiar features of text and organisation of content, and the word/phrase boundaries in sentences such as 我们学校/有/二百八十七/个/学生/
- identifying the categories used for organising graphs and tables by considering common themes across examples listed in tables or graphs, for example, deducing that the heading 国籍 means ‘nationality’ by determining the meanings of 中国, 澳大利亚 in a table column
- reading familiar text types such as shopping brochures, understanding particular phrases such as 八折, and working out the final sum of the price with the support of online dictionaries and word lists

- recognising markers of time (for example, 第二天) in a sequence of events to monitor information flow and assist reading for overall meaning
- presenting information in alternative formats to suit the purpose and needs of the reader, for example, creating graphs or tables to categorise information when contrasting 澳大利亚和中国的地理

## Creating

### 8.5. *Identify how tone and intonation are used in Chinese performances, such as simple plays and role plays, and adapt these to build own oral language skills [Key concepts: experience, emotion, character]*

- watching segments of texts in Chinese such as popular music videos from various sources of media and expressing personal opinions, for example, 我觉得...很有意思。
- performing Chinese songs and experimenting with rhythm, voice, emotion and gesture to convey the intended sentiment and meaning of songs and rhymes and enhance performance
- comparing stories and characters in both Chinese and Australian popular media and exploring themes and topics that interest young people from different cultural backgrounds, such as 澳大利亚的年轻人也很喜欢看动作片。成龙很有名。

### 8.6. *Adapt and perform simple, modified, well-known Chinese texts, experimenting with actions and gesture to enhance performance [Key concepts: emotion, imagination, diversity]*

- creating short plays or skits and taking on roles in imagined scenarios such as visiting or hosting a Chinese friend, a shopping experience or a fashion show
- assuming the role of a young Chinese person in the performance of a play about, for example, celebrating Chinese New Year
- creating and performing a rap about learning Chinese, experimenting with voice, gesture and action to convey different emotions and attitudes, including use of word stress to alter the way meaning is expressed and interpreted, for example, exploring the implications of expressing 不要 with varying degrees of volume and emphasis

### 8.7. *Respond to simple stories and recount imagined events [Key concepts: experience, imagination]*

- creating digital stories by producing labels for pictures, photos and cartoons in combination with sound, voice and music to convey a sequence of events in imagined contexts
- reading jokes or cartoons in Chinese and discussing how humour is conveyed through words and the presentation of ideas, comparing this to humour in English and discussing whether 'entertainment' means the same thing in different languages and cultures
- reading short texts such as comics and cartoons, and matching labels and speech to the characters to convey ideas and emotions, for example, using euphemistic phrases to capture the emotions and reactions of characters such as 真的吗? 真倒霉! 哎呀!

- planning for the development of the storyline considering: Who is the main character? How can I make this character interesting to readers? How can I sequence my story to grab the reader's attention?

## Translating

### 8.8. Identify how contextual cues in Chinese texts and interactions assist with understanding and apply this knowledge in simple translations [Key concepts: politeness symbols, linguistic landscape]

- interpreting key ideas from Chinese to English with explanation of the contexts and customary way of using fixed phrases, for example, discussing what Chinese parents would say to their child when dropping them off at school (听老师的话, 不要调皮) as the Chinese version of 'Have a good day'; what is the English version of 加油; and why people say 加油 at a Chinese sports event
- interpreting interactions in Chinese between peers or in texts (for example, viewing a segment of a movie), including both the meaning of the dialogue as well as comparing culturally determined manners or behaviour
- explaining key cultural concepts and practices to English speakers through translation, for example: do we translate 春节 as 'Spring Festival' or 'Chinese New Year'? Why is 端午节 'dragon boat festival' in English? Does this translation capture the essence of this celebration? What is lost in translation? What are similar examples in English?
- translating public texts in Chinese (for example, signs in shops and restaurants) into English and explaining their possible meaning and purpose, for example, translating the sign 休息中 on an unlit shop window to mean 'closed' instead of its literal translation, 'resting'
- using etiquette phrases within appropriate context and discussing whether the translation of '对不起' should be the same in context, '对不起, 让一让' and '对不起, 我错了'

### 8.9. Identify possible alternatives when translating colloquial phrases and culturally specific practices from Australian into Chinese [Key concepts: equivalence, representation]

- translating English texts into Chinese, focusing on overall meaning, and identifying how best to interpret key words, for example, the use of 是 after first, second and third person pronoun; numbers with measure words; possessives with 的; plurals
- considering how aspects of life in Australia that are culturally determined or reflect culture-specific behaviours may be rendered in Chinese, such as Anzac Day, Australia Day, The Ashes cricket

## Reflecting

### 8.10. Present aspects of own family background and membership of particular social, linguistic and cultural groups, and discuss how membership influences identity [Key concepts: self, membership, language and culture]

- exploring how their own nationality, ethnicity, and cultural and religious affiliation might be expressed in Chinese, and contexts in which this information may be important
- expressing aspects of their own identity, reflecting on what their membership of diverse groups says about who they are and what they consider important, for example, 我是澳大利亚人和日本人；我是老大；我参加学校的足球队
- defining identity by expressing relationships with others, for example, friendship groups (我的朋友是 Lisa 和 George , 我们都很聪明), ethnic group (我是德裔澳大利亚人)
- selecting information to share with a particular audience, for example, students from a sister school in China, asking: Why do I think this information is important to represent who I am? Why do I think my audience would find this information interesting and relevant?
- comparing expressions of identity encountered in Chinese texts and interactions with their own sense of identity, for example, 他是美籍华人

### 8.11. Compare personal experiences of using Chinese in different situations and contexts [Key concepts: respect, context]

- engaging with Chinese speakers through organised school activities (such as skyping students at a Chinese school or welcoming visitors to own school), recording moments difficulty is experienced in communication and reflecting on the cause of this difficulty
- observing interactions between Chinese speakers, and discussing the context and language use (for example, a family eating out in a restaurant, noticing seating arrangements, the background environment and how dishes are ordered and presented) and how this compares to their own experience
- discussing how language and gesture are used to communicate in English and how these features would be understood when interacting with Chinese people; identifying how their communication styles may need to be altered when conveying ideas in Chinese
- discussing appropriate language choices across cultures, for example, when meeting people for the first time or interacting with older people (such as a parent's friend); how the residential address in Chinese and English reflects certain values in the different cultures
- reflecting on their own English language use in response to their observations of Chinese speakers, for example, the words they use (slang, complex terminology), how they speak (tone, accent), and how they vary their language in different contexts and with different people

## Understanding

### Systems of language

8.12. Describe the tone-syllable nature of the spoken language, and discriminate use of tone, rhythm, recognising patterns of sound flow in interactions, and use Pinyin to support learning the spoken language [Key concepts: phonology, tone language, intonation/pitch]

- exploring key features of Chinese phonology, examining the range of sounds and recognising how spoken syllables and tones are represented in Pinyin, by spelling words in Pinyin, or reading aloud words and sentences in Pinyin with attention to pronunciation, tone and phrasing
- differentiating between sounds and tones when listening to or producing spoken Chinese, for example, distinguishing between 我买 / 我卖东西, or between 庄 zhuang and 专 zhuan
- recognising and discriminating between homonyms in Chinese (for example, shì: 是 and 室), relying on context to assist understanding and differentiating syllables with different tones, for example, shì 是 and shí 十

8.13. Identify how character structure, position and component sequences relate the form of a character to its particular sound and meaning, and compare these with English writing conventions [Key concepts: orthography, alphabets]

- learning the number, nature and sequence of strokes; exploring the range of stroke types used in characters; learning to write with a focus on stroke direction and order, and balance and proportion within the square
- comparing writing across languages, recognising differences in stroke sequences and word formation (letter strings versus character squares), word spacing, punctuation and text direction
- learning the origins and features of components encountered in characters, analysing the formation of characters, including recognising the frequency and positioning of common component ( for example, 人、女、日、月) and their function or relationship to a compound character, for example, 人 in 他、认、从
- decoding characters by analysing the number of components and the structure of characters, and recognising familiar components
- applying their knowledge of characters to learn to read and write new characters, and developing strategies for learning, for example, making connections between characters with a common component (你、他、们)

8.14. Recognise that Chinese words are made up of syllable-morphemes and identify morphemes in words of related meaning [Key concepts: morphology, syllables]

- identifying contextual meanings of key morphemes in diverse contexts, for example, 天, 日, 二/两, 你好 vs 好玩

- identifying the relationships between the meaning of individual morphemes in words and exploring how these morphemes apply in a wider range of word contexts
- explaining the use of common suffixes (子、里、面) and key morphemes (电、家、物、机)
- understanding how new concepts are interpreted in Chinese by analysing the nature of technology-related terms expressed in Chinese, for example, 电脑、短信、博客

8.15. Identify and use the characteristics of Chinese word order and explain the use of Chinese-specific grammatical features [Key concepts: syntax, measure words, verb types]

- analysing the variety of verb types found in Chinese—for example, adjectival verbs (高、大) and modal verbs (会、可以)—and the placement and use of adverbs, for example, 都 to indicate inclusion; 就 to indicate sequence
- identifying the placement of time and place phrases; the use of conjunctions (for example, 和 to add information; 还是/或者 to offer or indicate choices); and the role of measure words, for example, 个、只
- exploring the clauses of a sentence in Chinese and noticing how they are linked coherently, for example, 他叫王晓明, (他) 是我的朋友 (zero subject/pronoun )
- explaining ‘tense’ across languages, for example by asking ‘What tense is used in English to talk about a future activity? Can you exemplify how future tense is used in English? How is future tense expressed in Chinese?’ (我明天去北京, 下个星期去上海)
- applying processes of discourse development by joining, contrasting and sequencing using 也、和、但是、就, and exploring the use of cohesive devices and ways of extending, sequencing and elaborating ideas, for example through the use of connectives, conjunctions and subject pronouns

8.16. Identify the characteristics of familiar text types, noting particular textual features distinctive to Chinese [Key concepts: genre, text, comparison]

- exploring features and conventions of Chinese texts, including lack of word spacing and punctuation, and variability in text direction, and comparing texts in traditional characters with texts in simplified characters
- describing the major features of familiar text types in Chinese (for example, narratives), and experimenting with analysing Chinese texts, for example, recognising the ‘problem’ and the ‘resolution’ in a narrative
- comparing textual features and language used in different types of written communication within and across languages, for example: How does formatting a letter and an email differ in English? Why there are such differences? How does formatting of a letter in English compare to Chinese formatting?
- discussing how the organisation of information reflects concepts of hierarchy and authority, for example, the placement of the date in personal correspondence; how the

address is organised on a letter ( 小区名 , 楼号 , 楼, for example 龙江小区蓝天园 15 栋 2 单元 504 室)

- comparing textual and linguistic features in diverse forms of written texts such as letters, emails and text messages, and exploring the use of visual symbols such as emoticons in digital correspondence
- experimenting with features of text presentation in Chinese, for example, text direction, word spacing, punctuation, and overall paragraph format when using squared paper

### *Language variation and change*

*8.17. Recognise diversity in Chinese language use within different communities and regions, such as dialects, and local languages and character systems [Key concepts: ecology, diversity, environment, human migration]*

- exploring ways Chinese language use is fostered among local communities and the use of Chinese in local media such as community radio, TV, newspapers and magazines
- identifying examples of Chinese language used in commercial shop signs, advertisements, food and product packaging, and public notices in local areas, and exploring diversity in Chinese character texts by viewing texts containing diverse styles and fonts, including calligraphy scripts, handwriting and digital fonts
- exploring the range and distinctiveness of different dialects in Chinese-speaking communities, including those dialects regularly used in the local community
- knowing that China's 'minority nationalities' have their own languages and exploring the issues in language maintenance in such contexts

*8.18. Explore traditional phrases and contemporary terms in everyday language use (insert key concepts)*

- discussing contexts where 繁体字 and 简体字 are used in Chinese-speaking communities today and exploring the use of these scripts as an expression of local identity, for example, in Hong Kong and Taiwan, or in temples, signs and newspapers locally
- understanding the nature of and reasons for the simplification process by analysing and comparing characters in both systems (简体字 and 繁体字), for example, 门-門;国-國;这-這
- appreciating the role of myths, legends and 成语 in contemporary language use, for example, reading texts containing 成语, such as 井底之蛙 , 画龙点睛 within 成语故事 and discussing their intended meaning, and the cultural importance of the classical language employed in contemporary contexts
- discussing how languages influence each other, for example, how foreign concepts are represented in Chinese; interpreting the meanings of transliterations such as 可口可乐, translations such as 热狗 and hybrid forms such as 因特网

- noticing the use of English phrases and sentences in Chinese interaction (for example, 拜拜, or a few lines of English in a Chinese pop song), and discussing the reason for the ‘code-switching’

*8.19. Discuss ways language is used to influence opinions of others [Key concepts: relationships, communication]*

- identifying words that exclude individuals and groups, for example, labels that identify people as members of communities (老外、华裔) and the use of personal pronouns (我们、咱们)
- identify examples of naming and framing across languages, recognising how words reflect the way we see others and the world around us

***The role of language and culture***

*8.20. Explain how language is used to clarify roles and relationships between participants in interactions [Key concepts: values, face, beliefs]*

- discussing cultural values reflected in language use and how they influence interactions and exploring meanings in for example related to celebrations, for example by asking ‘In the colloquial phrase 合家团圆 what is 团圆? Why wish people 团圆? Does this have the same meaning in Australian culture? What’s the relationship between the language use and the Chinese values in this example?’
- identifying aspects taken for granted in communication (for example, a shared understanding of gesture, body movement and word meanings), and comparing ways people interact across cultures, asking, for example: How do Chinese people use gesture? Which non-verbal cues are shared with English speakers? Do they mean the same thing? How does not understanding these differences impact on how we perceive each other?
- exploring the nature of the concept of ‘family’ in Chinese culture and how this influences relationships between individuals, for example, addressing adults as 叔叔 or 阿姨
- experimenting with multiple ways of expressing similar meanings in Chinese (for example, 你叫什么? 你叫什么名字? 你几岁? 你多大?) and discussing the differences in the context of use
- discussing how different roles and relationships are reflected in or impacted by word choices, for example, whether/when it is appropriate to ask someone’s age, when to say 你几岁? or 你多大了? or when to use 你属什么?
- considering the different ways of addressing people in authority (李老师; 王校长) and how this reflects the importance of respect and hierarchy in Chinese culture

*8.21. Explore how language, traditions and cultures are transported with the movement of people and adapt to reflect people’s connection to a new place*

- Analyse why aspects of Aboriginal and Torres Strait Islander and Chinese cultures have been adopted by other cultures

- Demonstrate the influence of language traditions and practices from the Asia region on Australian and Chinese culture, concepts of place, and on English and Chinese languages
- Describe how a person's interactions in a new place might be influenced either positively or negatively by the traditions, culture and ways of thinking transported from their place of origin

## Years 7 and 8 Achievement Standard

By the end of Year 8, students initiate and sustain interactions in familiar situations to share personal information ( 我叫.....; 我的爸爸是澳大利亚人。 ), seek clarification ( 对不起, 我听不懂, 你说什么? ), and transact and make arrangements ( 你要来我的家吗? ), using the question particle 吗 and familiar question words ( 什么, 谁, 哪儿, 几 ). Tone, intonation and rhythm are approximate but meaning remains clear in communication. Students employ language and culturally specific gestures appropriately for the role, audience and purpose of interaction.

They access and organise information from a range of spoken, audiovisual and printed texts.

They respond to and create short modified informative and imaginative texts for known audiences. They employ learnt vocabulary to express personal insights and compare experiences on topics of personal interest and significance. Opinions are expressed using 喜欢 and 觉得, elaborated with reasons using 因为, and ideas are linked using basic cohesive devices ( 和, 可是, 所以 ).

Students generate simple original sentences and paragraphs. They use a range of verbs, including verbs of identification and existence ( 是 ), and a range of action verbs to describe interests and events ( 踢足球, 打乒乓球, 听音乐 ). They elaborate descriptions using intensifiers ( 很, 非常, 最 ). In writing, they organise their ideas using time expressions and phrases which mark sequence ( 第一, 第二... ). They apply 不 and 没有 accurately in familiar phrases.

Students write familiar characters neatly and legibly and use punctuation marks ( 。, , ? ..... ) in a range of contexts. They employ strategies including using information technologies for checking character use.

Students express their own views and values in relation to interactions and propositions about learning languages.

By the end of Year 8, students can explain of the use of voice, tone-syllables and understand the function of Pinyin. They discuss the key features of the Chinese writing system and its differences to the English writing system. Students apply appropriate conventions and knowledge of stroke sequences and component form and function and how words are formed to learning and using the character system.

Students know that aspects of interpretation and translation such as language choice are influenced by levels of respect in different situations and reflect the relationship between the speakers of the language.

They explain the word order of Chinese sentences and the layout and construction of Chinese texts in comparison to their English equivalents. They know how to use print and online dictionaries to increase their access to Chinese text and to develop their own personal vocabularies. In class

discussions in English, they recognise and describe diversity within the Chinese spoken and written language and express their own understandings of Chinese cultural values which influence and are reflected in everyday communication, for example, respect, politeness and the importance of family.

## **Years 9 and 10**

### **Band description**

#### **The nature of the learner**

Students in Years 9 and 10 are becoming increasingly autonomous as language learners and users, with the ability to self-monitor and adjust language in response to their experiences. Students interact in Chinese and share increasingly complex information and ideas with others in diverse contexts.

#### **Chinese language learning and use**

Learners analyse how messages are conveyed across languages and apply their skills in mediating between languages and cultures. Classroom discussions focus on exploring and extending their understanding of contexts and audiences to enhance their personal communication skills. They access information and explore texts written in Chinese, developing strategies to interpret meanings where not all characters may be known.

#### **Contexts of interaction**

Students interact with a range of participants locally and globally, engaging in discussions about issues of interest and developing their ability to speak with confidence, experimenting with flow emphasis and stress to enhance their message.

#### **Text and resources**

Students explore a range of text types including digital media informative texts, opinion pieces and news, fiction and non-fiction literature, short videos, TV programs and music. They learn to interpret, create, evaluate and perform different types of texts such as procedural, persuasive, and narrative across a range of domains.

#### **Features of Chinese language use**

Students reflect on their experiences in Chinese and in their interactions with others, reflecting on their understanding of and responses to their own experiences when communicating across cultures. They write their own blogs to post online, correspond with others by text message and email, and compose short texts on a range of issues for different audiences and purposes. They use creative and expressive language in advertisements and posters relating to contemporary issues or events. They work collaboratively to exchange information and ideas and to share their life experiences with other Chinese speakers around the world.

#### **Level of support**

Students continue to develop their communication skills with increasing autonomy while drawing upon diverse forms of scaffolding and models, including word lists, digital dictionaries, and teacher advice and support as required.

#### **Role of English**

English is used when appropriate to allow for explanation, reflection and substantive discussion. Some discussion and reflection is necessarily carried out in English but learners at this level are able to express some complex concepts and reactions in Chinese.

## Content Descriptions and Elaborations

### Communicating

#### Socialising

10.1 *Plan and arrange events and group projects to share information and opinions in formal and informal situations, adjusting language use for different audiences [Key concepts: leisure, neighbourhood, education, time, space]*

- introducing self, peers, friends and familiar adults in conversation (for example, 这位是王校长; 这是小王; 这是王一飞) and responding to such introductions, for example, 你好, 小王, 我是....
- stating opinions on school and family life, familiar people, experiences and significant personal events (for example, 我最喜欢圣诞节) and indicating preferences with reasons, for example, 我想去看.....电影, 因为听说这个电影很好看。
- engaging in discussions on topics of interest, such as music, TV programs or sports, asking questions to seek information and opinions, request repetition, clarify meaning (for example, 你说你的生日是明天, 是吗?) and enhance mutual understanding, for example, 我不太喜欢听流行音乐, 我更喜欢摇滚乐, 因为摇滚乐很有力。
- maintaining the flow of conversation to achieve a common understanding by asking questions to request repetition and clarify meanings, for example, 你说你的生日是明天, 是吗?
- using diverse ways of expressing apology, thanks, appreciation or gratitude, and comparing practices across contexts, for example, considering which term to use in various situations and depending on the relationship between participants (谢谢; 辛苦你了; 麻烦你了; 真对不起; 非常感谢)
- initiating activities among peers such as 汉语角 to promote Chinese learning in school, and arranging a time or location for this activity, for example, 我们可以星期二练习说汉语。我们可以在教室, 或者在电脑室。

10.2 *Exchange ideas about perspectives on people, places and activities across cultures, inviting others to participate, in particular noting how concepts are constructed in texts [Key concepts: travel, environments, community, perspective, diversity]*

- corresponding with others via social networking sites, exchanging personal information and requesting information, for example, 你是哪国人? 你喜欢学习汉语吗?

- sharing information about life in diverse environments, expressing ideas with elaborated details to enhance meaning and engage readers, for example, “今天太冷了，只有零下五度，还下雪，只能在家呆着。”
- sharing opinions about school or family life, including 我的学校，我的老师，我的好朋友，我的一家人, and linking ideas to explain and support a particular position or view, for example, 我的姐姐不但喜欢音乐，而且也很喜欢体育, 我除了踢足球以外，还打板球。我觉得运动很有意思
- reading promotional material on topics such as healthy eating, and creating similar texts in Chinese to convey the meaning to Chinese readers, for example, 每天吃五份蔬菜，两份水果
- identifying unacceptable behaviours at school and devising a set of posters or signs in Chinese to remind people of school expectations, for example, ‘turn off mobile phones’, ‘respect the environment: recycle glass, paper and metal products’, ‘bullying is uncool’

## Informing

### 10.3 Summarise and compare factual information obtained from a range of oral texts about people, places and lifestyles in different communities, noting how tone and pacing varies for audience and purpose [Key concepts: representation, time, leisure]

- documenting specific details of events, customs and lifestyles obtained from diverse sources (for example, video clips and face-to-face interviews), and summarising the information in order to form a balanced view to share with others
- listening to and viewing texts (for example, celebrity interviews, news reports and documentaries on tourist hot spots) and obtaining gist by focusing on familiar, anticipated items in a flow of words, such as names of people and places, time and date, attitude and opinions
- using dictionaries and other supports to identify key words, for example, identifying the likely meaning of 七夕 when hearing 农历七月七日七夕
- interviewing teachers or familiar adults and sharing information related to former lifestyles/activities, such as 自行车在中国 and supporting the report by quoting the source of information such as 有人说；她告诉我；根据这个节目介绍
- giving multimodal presentations to deliver information about aspects of leisure, education or community life, such as 澳大利亚的运动 and expressing opinions and perspectives using data and examples to support ideas, for example 我觉得这个电影很没意思,因为...而且... 所以...
- presenting information to others with awareness of audience and context, for example, making appropriate language choices when presenting to adults compared with presenting to peers

10.4 *Collate information on topics of interest from a range of texts, and compare how it is represented in traditional and simplified character forms depending on the origin of the text [Key concepts: representation, time, leisure, community]*

- reading tourist brochures and websites detailing lifestyles in diverse locations in the Sinophone world, identifying features that reflect modernity or tradition in local lifestyles, and evaluating the information for relevance, appropriateness and significance
- identifying the categories used for organising graphs and tables by considering the common themes across examples listed in tables or graphs, for example, deducing that 国籍 means 'nationality' by determining the meanings of 中国, 澳大利亚 in a table column
- developing an information kit, supported by visuals, about their local city or region to provide to Chinese visitors via a local tourism website, including details on history, climate, environment, and cultural activities
- composing short texts to report on topics of interest (for example, 中国的茶-澳洲咖啡), providing a range of alternative views on the subject, for example, 有人说...也有人说...他们都不知道...所以...

### **Creating**

10.5 *Share observations of how image and acceptance are expressed in imaginative texts, noting how these are conveyed through culturally specific action, gesture and tone, and how humour and emotion are conveyed in such texts [Key concepts: experience, emotion, beauty, character, values]*

- exploring diversity in values and practices of individuals and how 'being Chinese' is portrayed in film, reflecting on cultural stereotyping and how this influences their own perception of Chinese language and culture
- sharing opinions on language used in contemporary media for young people, including music videos and TV series, for example, 我很喜欢学这首歌, 它的歌词很美。
- explaining meaning of scripts and lyrics and recognising how feelings/emotions are expressed in 'subtle' ways with the use of stylistic devices/symbolic meanings, for example, 月亮代表我的心
- comparing how the theme of love is represented across different imaginative texts in both Chinese and English, and discussing personal responses, for example, 我觉得这个故事很像...。我不喜欢...因为他...,如果他像...一样, 那么...
- identifying messages in media that convey a sense of 'right' and purpose in the lives of young people, and expressing an opinion (for example, 我觉得他是好人, 因为他帮助老人); responding to the situations and contexts represented, for example, 如果我是她; 我觉得他最好...

*10.6 Create performances such as role plays to express ideas and experiences for different audiences [Key concepts: emotion, imagination, character, experience]*

- portraying a scene from a familiar narrative (for example, creating a skit or short play recounting an event from a well-known novel) and considering how the main characters represent their experiences and express their emotions through their interactions
- creating a Chinese voiceover for a scene from an English-speaking sitcom, experimenting with ways in which language, image, behaviour and humour are used to enhance meaning and entertainment
- collaborating to create skits in which they assume an imaginary role, for example, a skit about celebrating Spring Festival, creating a simple lyric for a song about school life, or being a student of Chinese and developing a rap tune to present it
- collaborating to develop an imaginative promotional video to post on a website to sell an innovative product or service, such as a Chinese translation service

*10.7 Respond to and create narratives that describe experiences involving imagined people and places [Key concepts: adventure, journeys, fantasy, description]*

- composing a creative account of an imagined experience with Chinese visitors to the local community, for example, hosting a Chinese student or taking a tour group to a local sporting event
- creating narratives that hold the attention of readers (for example, beginning a story with 你知道吗?) and experimenting with 正叙, 倒叙, 插叙 to arrange the sequence of events, using descriptive language to set the scene
- collaboratively creating short plays with imagined characters and setting, capturing their experiences in different cultures, for example, 《James 在上海》
- exploring how alternative words can be used to convey varying degrees of emotion and attitude towards people, places and events, for example, 我真高兴。你快乐吗? 他很幸福!
- taking on a role in a story and retelling the story from another perspective, describing the feelings and emotions of the character, for example, 我真高兴! 太棒了! 哎哟, 吓死我了!

## **Translating**

*10.8 Identify words and phrases in Chinese that do not readily translate into English [Key concepts: respect, directness and indirectness, assumption social order, representation, linguistic landscape]*

- analysing Chinese texts alongside their English translations to identify the challenges of translating culture, and developing strategies to overcome these challenges, by asking: What is lost in translation? Why can't we just translate word for word? Why does context matter?
- describing assumptions and expectations inherent in interactions, and acknowledging the cultural expectations of participants when mediating Chinese, including avoiding literal (word for word) translation to convey the intended meaning (for example,

mediating a response to a compliment such as 你的衣服真漂亮。 ---- 哪有啊?) and the way meaning may be implied rather than explicitly stated, for example, the use of 吧 to indirectly reject or refuse others in 我能来看看你吗? --- 不太好吧?

- reading bilingual signs in places such as restaurants, shops, pools, schools, hospitals and construction sites, and determining the effectiveness of the English translations and possible reasons for such interpretations
- comparing word choices for signs across languages, and discussing ways language is used to convey rules, expectations and permission, for example, comparing ‘闲人免进’ to ‘Staff Only’
- exploring ways to interpret and explain key concepts and cultural practices identified in Chinese interactions, for example, 面子 and experimenting with how to give 面子 in interaction with others
- considering the uses of different measure words in Chinese (小勺 and 茶匙 ; 斤 and 克) when comparing Chinese translations of English recipes

**10.9** *Mediate ideas from Australian life into Chinese, using examples to explain concepts such as ‘home’ and ‘backyard’ [Key concepts: equivalence, assumption, linguistic landscape]*

- presenting information about life in Australia to Chinese readers overseas, considering the audience’s cultural experiences in order to determine what concepts they would find difficult to understand, exploring ways to elaborate on ideas to ensure clarity of meaning, and focusing on nuances of word formation and context, for example, 澳洲肥牛, ‘bushwalking’
- preparing a voiceover text for a video presentation about the Chinese language program or the school environment, discussing possible interpretations of the text from the viewers’ perspective and adjusting anything that is unclear before voice recording
- considering the different translations used in the Chinese-speaking world to represent ‘Chinese person’ (中国人, 华人, 华侨, 华裔)

## **Reflecting**

**10.10** *Express personal insights into their identity as young Australians and compare with representations of Chinese identity [Key concepts: stereotypes, judgement, similarities and differences, worldview]*

- sharing information about their membership of diverse groups and exploring how this is expressed in Chinese, for example, 我和他是同学, 我们都在这个学校学习。我的姐姐是澳大利亚国家队的运动员。
- constructing texts and participating in interactions with young Chinese to share aspects of their own identities as young Australians, for example, considering: What aspects of my life and identity would Chinese youth find interesting? How do I want to be perceived or understood?

- analysing expressions of identity encountered in Chinese texts and interactions and comparing with their own assumptions about Chinese people and their own expressions of personal identity
- exploring diversity within Chinese identity and becoming more aware of this when interacting with Chinese speakers, for example, understanding that calling Chinese speakers 中国人 does not reflect the diversity of Chinese speakers' identities
- comparing the ways in which identities of individuals and groups are described and reflected in everyday texts such as short stories or online chat

10.11 *Recognise the need to adjust language use in order to communicate effectively in new contexts or situations [Key concepts: face, disagreement, approval]*

- identifying how different opinions and perspectives are expressed and how this may be perceived by others, for example, comparing representations of foreigners in 外国人有一些不同的习俗 with 老外都很奇怪
- discussing issues encountered when interacting in Chinese and reflecting on how to respond, for example, what to do when the student doesn't comprehend words used or meanings expressed by other participants
- identifying and responding to intended and unintended meanings reflected in interactions, for example, noticing contradictions between what is being said and the posture, movement, gesture and expression of participants ('How do I seem interested when I am not?', 'How do I interpret participants' real meaning?', 'Are they just being polite or are their words genuine?')
- reflecting on their own language choices in interactions with Chinese speakers and how these may have been perceived; for example, was their communication culturally appropriate? Did they adjust their language and body language to help them convey meaning more appropriately and effectively?
- reflecting on how one's own cultural values and norms may relate to those of Chinese speakers; for example, what are the values held by Chinese speakers? What values are non-negotiable? What Chinese values do they feel they should validate and support?

## Understanding

### Systems of language

10.12 *Discern differences in patterns of sound and tone in extended Chinese speech when listening to speakers to different age, gender, and regional background [Key concepts: phonology, diversity]*

- listening to interactions between unfamiliar voices at diverse speeds or clarity to develop auditory and comprehension skills, and discriminating between sounds heard in oral discourse, including the range of vowel and consonant combinations, for example, 'qin' vs 'qing' and 'chi' vs 'qi'

- examining the diverse meanings of words that share similar sounds, for example, the many meanings of the sound 'shi' and how to differentiate between 同音词 and 近音词 in different contexts (同意 and 统一)
- comparing examples of regional variations in pronunciation (for example, the Beijing use of 儿 and the southern pronunciation of 'shi' and 'si'), and noticing and describing differences in accent and tone when listening to Chinese speakers from diverse regions

10.13 *Relate prior knowledge of character form and function to infer information about sound and meaning of unfamiliar characters [Key concepts: orthography, application]*

- analysing sequences of characters containing a common component or side to determine the features of form, function and reliability within the group, for example, explaining the features of position, phonetic function and range of sounds in the characters 请清情晴精睛猜
- using understanding of familiar radicals and phonetic sides to estimate the probable sound and meaning of characters when reading aloud
- describing characters to others by naming their components or sides in sequence, for example, 'standing man' 亻 on the left; 'words' 言 on the right = 信
- discussing the use of 繁体字 and 简体字 in Chinese-speaking communities today, including the revival of 繁体字 and the spread of 简体字 in diverse communities
- recognising traditional characters encountered in their local Chinese communities and making note of their simplified character version
- exploring examples of types of simplifications and ways of associating traditional characters with known simplified forms, for example, whole simplifications 为-為, part substitutions 汉-漢 and half simplifications 说-說

10.14 *Apply knowledge of familiar morphemes to infer the meanings of new words encountered in texts [Key concepts: morphology, vocabulary]*

- exploring the use of diverse character-morphemes to express similar ideas, for example, identifying multiple characters for 'food' (饭、菜、食、餐) and organising and classifying words containing these characters to understand their context of use
- recognising the two-syllable preference in Chinese nouns and applying this understanding when reading texts

10.15 *Analyse functions of grammatical rules and use language appropriate to different forms of oral and written communication [Key concepts: syntax, cohesion, purpose]*

- comparing ways in which tense is expressed, for example, 了 to indicate completion; 完 to indicate the achievement of a desired result; 想 to indicate intention; the use of verb negation 没有 to indicate incomplete past; 正在 to indicate action in progress

- exploring the uses of a diversity of time expressions and ways to sequence events in time, for example, 先...然后...; 一...就...;了...就...;才; 第一; 然后
- comparing the functions of prepositions and discussing the importance of context when determining their meanings in texts, for example, 跟; 对; 给
- developing ideas using nuanced structures, for example, using different ways to negate depending on degree of formality or emphasis (我不是.....; 我哪儿有.....? ; 我没有办法.....; 我不能.....; 不行; 别; 不准)
- exploring and applying ways of sequencing and connecting ideas through the use of conjunctions, for example, 不但...而且...; 虽然.....但是.....

**10.16** *Compare the purposes, text structures and language features of traditional and contemporary texts [Key concepts: genre, purpose, register]*

- analysing and explaining the organisation and development of ideas or an argument in a range of genres, including textual features such as paragraphing
- applying understanding of genre to determine the purpose and intended message of a text, for example, the use of markers ‘第一步’, ‘第二步’ in a recipe for fried rice
- recognising the purposes of texts and analysing features of format and language used, for example, in a diary, letter or advertisement
- comparing features of narrative, recount, report and procedure to identify ways in which information is structured and sequenced for purpose

**Language variation and change**

**10.17** *Explore the development of Mandarin as an international language and as a lingua franca in Chinese communities [Key concepts: ecology, power]*

- exploring the use of 普通话 as a lingua franca in Chinese-speaking communities and identifying terms used in different regions to express a similar idea, for example, 普通话 vs 国语; 达人 vs 高手
- enquiring into the dialects spoken in local Chinese communities and understanding why character subtitles are typically added to Chinese films and television shows
- exploring the role of code-switching in the language use of bilingual speakers—for example, acronyms and words which have not been translated from their original English—and how Chinese authorities are trying to change this and limit their use in everyday media

**10.18** *Explore the role of tradition in contemporary language use and how languages change in response to modern life (insert key concepts)*

- exploring the use of classic language such as 成语 and how this refines the style of text when comparing 口语 and 书面语, for example, 她很漂亮。 and 她貌美如花

- reading texts consisting of 名人名言 (for example, 孔子说...) and discussing the cultural meaning of the quote and how it is relevant to contemporary language use, including in classic literature such as 《论语》 and discussing why it is still quoted widely in modern writing for example, “三人行必有吾师。”
- exploring the nature of common idioms (成语), identifying their meanings and seeing how they can be used to add a sense of style to everyday communication, for example, 年年有余、人山人海
- examining how globalisation is impacting on Chinese values and language use, for example, how responses to praise are shifting to reflect a western concept of gratitude (谢谢) rather than the modesty of the past (哪里哪里)
- exploring the ways in which English words and phrases are incorporated into everyday communication in Chinese in digital media, for example, English expressions of emotion used in chat forums and text messaging (去happy吧), and Pinyin abbreviations replacing characters (LP = 老婆)
- enquiring into the use of internet language, including numerical representations of words (55555 = 呜呜他在哭) as a means of private communication among youth

10.19 *Explore how language defines roles and relationships as outsiders or insiders in groups, cultures and interactions [Key concepts: inclusion and exclusion, culture, age]*

- examining how the adaptation of words reflects and encourages change, for example, gender equality is reflected in the use of 妳 to acknowledge females and 他 to include both men and women
- identifying ways in which language can be used to persuade others, for example, in advertising and propaganda/community campaigns (the use of 和谐)
- considering how they can validate the diverse identities of others in their own communication and be more inclusive in their own language use; for example, asking: what questions could they ask to understand others better? What words are best to be avoided? How can they express their opinion without offence?
- examining the use of inclusive language and how ideas are framed, for example, the impact of positive versus negative framing on how meaning is interpreted across languages and cultures, such as ‘足下留情，小草常青’ vs ‘Keep off the grass’
- considering the role of voice, pitch and pace in the empowerment of others and experimenting with modality to empower themselves and others, for example, 你可以 vs 你一定要；我可能 vs 我会
- exploring the contexts and implications of terms used to identify others, for example, 老外、华侨、华裔、大陆人、华人、中国人、少数民族

## **The role of language and culture**

10.20 *Reflect on how word choice categorises and makes generalisations about people and cultures and impacts on others [Key concepts: social norms, face, directness/indirectness, intimacy]*

- exploring how known languages influence their communicative preferences, such as reflecting the values of one culture when communicating in another, for example, differences in the use and frequency of 'thank you' and '谢谢'
- exploring how cultural concepts of family and the importance of one's sense of connection to others influence use of language
- considering how they can validate the diverse identities of others in their own communication and be more inclusive in their own language use, for example, what questions could they ask to understand others better? What words are best to be avoided? How can they express their opinion without offence?
- analysing the impact on language use of context and relationships between participants, for example, discussing how concepts such as face (面子) and connections (关系) are reflected in interactions between Chinese speakers
- identifying choices made in interactions in Chinese with people from different generations, for example, changes in greetings (吃饭了没有、拜拜、嗨) and forms of address (同志、小姐、师傅) over time

10.21 *Analyse the way that language and culture influence and are influenced by local and global considerations*

- Analyse why Aboriginal and Torres Strait Islander and Chinese words have been adopted by other languages
- Identify concepts and attitudes embedded in Chinese culture and language that affect responses to issues of significance in the Asia region
- Explain how the understanding of local, regional and global sustainability issues can influence and be influenced by, people's culture, traditions and spiritual beliefs

## **Years 9 and 10 Achievement Standard**

By the end of Year 10, students initiate and maintain interactions in unfamiliar situations to convey information and enquire into the experiences and opinions of others. They are able to respond to interactions initiated by others, utilising question words (为什么, 怎么, 怎么样) to elicit more information.

They synthesise information from different sources and perspectives to compare how ideas and concepts are expressed and organised in Chinese and Australian texts, contexts and situations.

Students respond to and create a range of texts for different purposes and audiences, including Chinese audiences, and can describe adjustments they have made in their language use for these different audiences.

In speaking, they justify their opinions with reasons and specific examples (比如), using tone and rhythm emphatically.

They use prepositions of time and place, and prepositions to show relationships with other people (给, 跟, 对). They make comparisons using 比, and elaborate descriptions by describing people in terms of appearance, personality and behaviours, and by describing places in terms of atmosphere and scenery. They utilise a range of cohesive devices (不但...而且; 除了...以外; 如果...就) with support of models and cues. In writing, they organise their ideas according to themes or sequence events using specific time words, temporal markers (的时候, 以前) and connectives (先...然后).

They also indicate changes in tense with tense markers (了, 过) and verbs to express modality (可以, 要, 会, 应该) or intention (希望, 想, 打算). They write texts in characters. Their handwriting is neat and legible and they use digital input methods with a high level of accuracy.

Students use context- and situation-sensitive language to show how culture influences the ways people behave and use language.

By the end of Year 10, students distinguish between similar sounds (qing, qin) and understand familiar words pronounced with different accents. They apply their knowledge of character components and morphemes to assist their understanding of new characters and new words encountered. They are able to utilise dictionaries and online translation tools to access and express ideas about topics relating to youth culture and experience. Students recognise the key features of Chinese grammar and features of sentence structure that are distinctive to Chinese (measure words, varied uses of verbs 是, 有 and attributive 的) and apply them in new contexts.

They identify differences in traditional and simplified characters and explain own understandings of Chinese culture with reference to learnt linguistic features. Students explain the changing status and use of Mandarin in the world.

Revised Chinese - Second Language Learner Pathway - 7-10 (Year 7 Entry) Scope and Sequence - November 2013

Communicating				
<i>Using language for communicative purposes in interpreting, creating and exchanging meaning.</i>				
Sub-strand	Description	Thread	Years 7 and 8	Years 9 and 10
SOCIALISING	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in shared activities through planning, negotiating, deciding, arranging and taking action.	Oral - Interacting	Participate in informal and structured situations with peers and teachers to exchange personal information using patterns of Chinese tones, syllables and rhythms	Plan and arrange events and group projects to share information and opinions in formal and informal situations, adjusting language use for different audiences
		Written - Interacting	Examine simple written texts and share differences between English and Chinese script with the class and share and compare personal information and aspects of daily life with others via social media or correspondence	Exchange ideas about perspectives on people, places and activities across cultures, inviting others to participate, in particular noting how concepts are constructed in texts
INFORMING	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts.	Oral – Obtaining and processing	Collate and present information on numbers, times, places and people to peers and teachers using contextual cues to identify key ideas	Summarise, and compare factual information obtained from a range of oral texts about people, places and lifestyles in different communities noting how tone and pacing varies for audience and purpose
		Written - Obtaining and processing	Obtain and convey information about life in other communities to peers and known adults and compare how the information is presented in different types of simple information texts	Collate information on topics of interest from a range of texts, and compare how it is represented in traditional and simplified character forms depending on the origin of the text
CREATING	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.	Oral - Participating in the imaginative experience	Identify how tone and intonation are used in Chinese performances, such as simple plays and role plays, and adapt these to build own oral language skills	Share observations of how image and acceptance are expressed in imaginative texts, noting how these are conveyed through action, gesture and tone, and how humour and emotion are conveyed in such texts
		Oral – Expressing the imaginative experience	Adapt and perform simple, modified, well-known Chinese texts, experimenting with actions and gesture to enhance performance	Create performances such as role plays to express ideas and experiences for different audiences

## Communicating

*Using language for communicative purposes in interpreting, creating and exchanging meaning.*

Sub-strand	Description	Thread	Years 7 and 8	Years 9 and 10
		Written - Imaginative experience	Respond to simple stories and recount imagined events	Respond to and create narratives that describe experiences involving imagined people and places
<b>TRANSLATING</b>	Moving between languages and cultures orally and in writing, evaluating and explaining how meaning works.	Oral - Creating Chinese translations	Identify how contextual cues in Chinese texts and interactions assist with understanding and apply this knowledge in simple translations	Identify words and phrases in Chinese that do not readily translate into English
		Written - Creating Chinese translations	Identify possible alternatives when translating colloquial phrases and culturally specific practices from Australian into Chinese	Mediate ideas from Australian life into Chinese, using examples to explain concepts such as 'home' and 'backyard'
<b>REFLECTING</b>	Reflecting on intercultural language use and how language and culture shape identity.	Reflecting on intracultural and intercultural	Present aspects of own family background and membership of particular social, linguistic and cultural groups, and discuss how membership influences identity	Express personal insights into their identity as young Australians and compare with representations of Chinese identity
		Reflecting on intercultural performance	Compare personal experiences of using Chinese in different situations and contexts	Recognise the need to adjust language use in order to communicate effectively in new contexts or situations

Understanding				
<i>Analysing and understanding language and culture as a resources for interpreting and shaping meaning in intercultural exchange</i>				
Sub-strand	Description	Thread	Years 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including sound, writing, grammar and text.	Phonology	Describe the tone-syllable nature of the spoken language, and discriminate use of tone, rhythm, recognising patterns of sound in interactions, and use Pinyin to support learning the spoken language	Discern differences in patterns of sound and tone in extended Chinese speech when listening to speakers to different age, gender, and regional background
		Orthography	Identify how character structure, position and component sequences relate the form of a character to its particular sound and meaning, and compare these with English writing conventions	Relate prior knowledge of character form and function to infer information about sound and meaning of unfamiliar characters
		Morphology	Recognise that Chinese words are made up of syllable-morphemes and identify morphemes in words of related meaning	Apply knowledge of familiar morphemes to infer the meanings of new words encountered in texts
		Syntax	Identify and use the characteristics of Chinese word order and explain the use of Chinese-specific grammatical features	Analyse functions of grammatical rules and use language appropriate to different forms of oral and written communication
		Text	Identify the characteristics of familiar text types, noting particular textual features distinctive to Chinese	Compare the purposes, text structures and language features of traditional and contemporary texts
Language variation and change	Understanding how the nature and function of language varies according to context, purpose, audience and mode, the dynamic nature of language; and varieties of language.	Chinese and its variants	Recognise diversity in Chinese language use within different communities and regions, such as dialects, and local languages and character systems	Explore the development of Mandarin as an international language and as a lingua franca in Chinese communities
		Tradition and dynamism in language use	Explore traditional phrases and contemporary terms in everyday language use	Explore the role of tradition in contemporary language use and how languages change in response to modern life
		Power of language	Discuss ways language is used to influence opinions of others	Explore how language defines roles and relationships as outsiders or insiders in groups, cultures and interactions

## Understanding

*Analysing and understanding language and culture as a resources for interpreting and shaping meaning in intercultural exchange*

Sub-strand	Description	Thread	Years 7 and 8	Years 9 and 10
<b>Role of language and culture</b>	Analysing and understanding how language and culture shape meaning.	Language choices	Explain how language is used to clarify roles and relationships between participants in interactions	Reflect on how word choice categorises and makes generalisations about people and cultures and impacts on others
		Dynamics of language, culture and place	Explore how language, traditions and cultures are transported with the movement of people and adapt to reflect people's connection to a new place	Analyse the way that language and culture influence and are influenced by local and global considerations

# Background Language Learner Pathway Foundation to Year 10 Sequence

## Foundation to Year 2

### Band description

#### The nature of the learner

Students will have some exposure to Chinese language and culture in the context of their family and community life. In the school environment they begin to understand how they use more than one language in their daily lives.

#### Chinese language learning and use

Students use Chinese for most class activity and group responses, participating in active listening and action-related talk games and play. They read short texts, talk about daily life and adapt the language they do know to different contexts.

#### Contexts of interaction

Students' exposure to Chinese is likely to occur in the classroom and in their home and local community environments. They focus on their personal interests, general language development and learning experiences. Classroom experiences are likely to be structured. They communicate with peers, teachers and known adults. Learners begin to engage with Chinese culture through participating in community and school based celebrations, song and dance.

#### Texts and resources

Background language learners will learn from a range of texts including traditional oral texts, picture books, stories, rhyming verse, songs, poetry, multimodal texts and dramatic performances. Learners engage with Chinese language and culture through participating in celebrations,.

#### Features of Chinese language use

Students recognise tones as an important element of Chinese speech and learn how the sounds of Chinese can be encoded in Pinyin, using English letters that often have different sounds attached to them. Students view samples of characters as captions to images and text in storybooks often glossed in Pinyin. They learn to recognise basic character forms that represent familiar objects and ideas and convey significant cultural meanings.

#### Level of support

Chinese language use is scaffolded and prompted by the teacher who models correct language use, providing an important source for learner's increasing oral and written communication skills.

#### The role of English

While classroom interactions are mediated by teacher questioning and interactive talk in Chinese, English is used where appropriate to allow for explanation, reflection and substantive discussion.

## Content Descriptions and Elaborations

### Communicating

#### Socialising

2.1 *Interact with teachers and classmates to engage in class routines using word choice to show respect for others (Key concepts: belonging, home, family, friendship, heritage; Key processes: requesting, greeting, thanking, introducing; Key situations: school, play, home)*

- introducing oneself to initiate conversation, for example 我叫 Johnny , 我的中文名字叫小强 , 你叫什么 ? , interacting with teachers and classmates, talking about familiar topics such as family (我有一个姐姐 , 一个弟弟) and daily life (我妈妈会做饺子)
- responding to questions about and describing features of their own world, for example 我的学校不大。 and seeking more information by asking questions such as 你是 Emily 的妹妹吗 ?

2.2 *Explore simple Chinese texts that celebrate events and locate characters that represent familiar words and sounds (Key concepts: self, family, home; Key processes: interpreting, locating; Key text types: short modified informational and imaginative texts)*

- recognising and copying characters relating to various events described in books, and noticing the formation of characters and spacing
- collecting examples of common Chinese characters found in familiar settings such as signs and labels, such as 八 (8), 面 (noodles), 春 (Spring)
- creating drawings to support written communication in cards, posters and visual displays

#### Informing

2.3 *Identify and share what is familiar and different about how details of people, places and events are communicated in different situations, and identify the adjustments in voice and rhythm for each situation (Key concepts: same, different, significant people and events; Key processes: identifying, sharing; Key contexts: class, familiar audiences)*

- identify details of people and events heard in age appropriate media including children's educational programs on TV
- guessing the meaning of '尾巴' in '猫有长长的尾巴 , 人没有尾巴。'
- sharing their knowledge of the world through class news presentations and responding to questions from others

2.4 *Identify and describe familiar people and objects to peers, sequencing events and selecting appropriate characters and words from lists to convey information (Key concepts: family, home, routines; Key processes: greeting, thanking, imitating; Key text types: magazines, photographs, brochures and predictable texts)*

- making cards for special cultural events such as Chinese new year or personal events such as birthday and copying short good wishes from modelled text, for example, 生日快乐

- creating posters about a cultural topic such as ‘Chinese food’ and selecting images and texts from magazines, papers, brochures to illustrate key ideas with character words such as ‘好吃’
- participating in class sharing on topics of interest, for example 我的宠物 , describing details of the topic and answering peers’ questions , 我的猫很小 , 有棕色和白色的毛。
- presenting knowledge of places in China and Australia, for example places they have visited or where they have relatives living, supported with photographs in a class news session
- responding to questions about their understanding of the world, such as 中国有什么动物？ 澳大利亚呢？ / 中国大还是澳大利亚大？ / 你抱过考拉吗？
- presenting their learning by drawing pictures and labelling them to elaborate concepts, for example 春天；中秋节 and

## Creating

### 2.5 Participate in shared performance of children’s stories, songs and rhymes and respond through rhythm, gesture and stress (Key concept: imagination; Key processes: participating, responding; Key text types: familiar and culturally valued stories and rhymes)

- performing songs and rhymes, noticing rhythmic features such as 押韵 and experimenting with stress and gestures to help convey meaning
- expressing a personal response by performing a segment or creating a voiceover for an extract from a cartoon in one’s own words, interpreting language, facial expressions and other visual clues to inform own response to characters and stories presented in animations or songs
- singing 儿歌 and 童谣 and discussing the traditional ideas and morals they convey
- creating own representations of children’s stories through activities such as puppet shows or drama
- creating short plays based on extracts from familiar stories using puppets and props, such as 《饥饿的毛毛虫》

### 2.6 Contribute to the shared production and enjoyment of children’s stories through drawing, and applying knowledge of common character components (Key concept: childhood; Key processes: sharing, experimenting, reading, viewing; Key text types: imaginative texts)

- expressing opinions about characters or retelling the storyline after viewing or listening to stories for example, 我觉得...真讨厌！
- writing captions for images related to familiar narratives heard or viewed in Chinese by selecting words from lists
- copying from models to convey meanings for a sequence of images such as creating sequential captions for photos, pictures and paintings, etc.
- using characters and images to convey ideas in imaginative texts , for example using pictographs such as 马, 田 , 山 to illustrate an imagined event

- following modelled texts of narratives and re-write a segment of the story to experiment with story-telling, by replacing characters, actions or descriptions of objects

## **Translating**

**2.7 Explain the English meanings of Chinese words and phrases heard or seen in everyday social contexts (Key concepts: belonging; Key processes: translating, moving between, negotiating meaning)**

- discussing words or expressions that appear to have no equivalent in English, for example 不要客气，快吃吧。
- stating the English equivalent of common expressions in Chinese, for example, common phrases such as 对不起, 没关系; 谢谢，不谢 for the benefit of classmates
- discussing meanings of colloquial phrases used on specific occasions (for example, 恭喜发财 to give New Year wishes), and discussing how such wishes are expressed in English

**2.8 Identify and compare the use of Chinese vowel and consonant sounds with English vowel and consonant sounds to spell and write words (Key concepts: name, bi cultural; Key processes: identifying, translating, interpreting, negotiating meaning)**

- sharing knowledge of Chinese with others, explaining features that contrast to English, for example how periods of the day are defined and word order for date and time
- exploring bilingual learning resources suitable for their age such as graded readers and commenting on ways in which ideas are conveyed across languages
- Comparing ways of communicating and interacting by identifying similarities and differences in features such as gesture, greetings, naming etc.

## **Reflecting**

**2.9 Recognise how their Chinese identity and personal relationships with others influence language choices (Key concept: belonging, place; Key processes: reflecting, observing, noticing)**

- recognising interactions and performances that represent aspects of their own Chinese cultural identity, for example when participating in culturally significant celebrations such as a song or dance associated with a Chinese festival
- sharing ideas on the importance to their own identity when speaking Chinese to connect with older relatives, and the wider community
- sharing information about their family background, such as country of origin, languages and dialects spoken, current locations of extended family
- sharing thoughts on own likes and dislikes and discussing features that reflect their cultural identities such as sport and leisure activities, food preferences, TV programs
- talking about the role of Chinese language and culture in their own lives, such as participation in cultural events, food preferences, overseas experiences
- comparing language use among different family members, for example between parents and siblings, and recognising different languages used for different participants

## Understanding

### Systems of language

#### 2.10 *Recognise and describe pronunciation, the four tones, syllable and rhythm of Mandarin (Key concepts: tone, syllable, rhythm; key process; recognising)*

- participating in activities aimed at raising awareness in pronouncing and differentiating between tones and syllables in Mandarin and noting differences in own spoken language
- practising the 'flow' of a sentence in Mandarin, using gesture to help demonstrate tone and stress
- performing or reciting texts with strong rhythmic features such as nursery rhymes or classic poems 《咏鹅》

#### 2.11 *Recognise that characters are the written representation of their spoken Chinese (insert key concepts)*

- Engage with texts in the context of the classroom to appreciate characters as the written representation of their spoken Chinese discussing the range of strokes and the construction of characters and applying this understanding to differentiate between similar character forms, such as 日-sun and 目-eye
- copying characters with attention to the location, direction and order of strokes
- learning the sound and meaning of commonly seen basic characters (独体字) and components (部件), such as 木 tree, 人 person, and making connections between basic characters and their bound forms (非成字), such as 水 and 氵
- identifying components and their various forms in different locations within characters, for example 人、从、合; 心、情、思

#### 2.12 *Recognise the morphological nature of Chinese words encountered by identifying meanings of each syllable such as in xuéshēng, xuéxiào*

- learning that Chinese words are made up of two or more characters, with each character contributing meaning to the word, for example 大人(big person) means 'adult'
- recognising key morphemes in word groups, for example 白天、白雪、小白兔

#### 2.13 *Recognise parts of speech and understand basic rules of word order in simple sentences*

- learning about meta-terms for word types, for example 'What is a verb?'
- categorising words into word types common across languages, for example 家人 as noun, 四 as number
- knowing that as for English there are basic rules of word order in Chinese (person – do – things)

#### 2.14 *Recognise features of various familiar text types in Chinese*

- being immersed in text-rich environments and developing awareness of bilingual texts, for example picture books, multimedia texts, song and dance DVDs

- comparing familiar texts in Chinese and English and discussing features in common, for example story book covers normally consist of image, author's name, illustrator's name and book title

## **Language variation and change**

### *2.15 Recognise diversity in expressions and gestures used in everyday social interaction across cultures*

- engaging in activities that explore forms of interaction with diverse participants, for example diverse ways of giving greetings and farewells
- knowing that gestures can enhance communication but might be interpreted differently by different people
- learning about etiquette in everyday social contexts, such as how to address adults (王阿姨好)

### *2.16 Recognise Chinese as a major community language in Australia and around the world*

- knowing that Chinese is used beyond their immediate and extended family
- identifying countries and regions in the world where Chinese is used as a major language
- recognising diversity within Chinese language including significant regional languages spoken by family or others such as Cantonese or Shanghaies

### *2.17 Observe how Chinese varies according to the audience, purpose, context and cultural background*

- exploring concept of 'culture' and identifying aspects of culture expressed in their daily life, such as food, celebrations, clothes and sharing ideas on differences in ways common experiences such as family gatherings are conducted across cultures
- learning about cultural artefacts and practices of Chinese and Australian societies, and making personal connections with these practices across cultures
- discussing communicative practices across cultures and identifying culturally-specific practices, for example 拜年 in Chinese culture , including noting culture specific phrases used in either Chinese or English

## **Role of language and culture**

### *2.18 Recognise differences and similarities in communication across cultures*

- viewing and listening to Chinese and Australian cartoons and identifying similarities
- looking at pictures of different marketplaces and comparing differences between food markets and grocery stores in China and Australia
- observing what is the same and what is different in their classroom and classrooms in China

## **Foundation to Year 2 Achievement Standard**

By the end of Year 2, students will initiate simple exchanges and respond to the exchanges initiated by others to obtain and convey information and experiences using familiar modelled words, sounds, characters and culturally specific action and gesture. They exchange greetings,

introduce themselves and each other, express thanks and apologise (我的中文名字叫小强, 你叫什么?). They will interact with and create simple predictable imaginative and informative texts (我的狗很大, 它的尾巴很长) that are dependent on context using familiar characters and sounds. They will use, images, actions and gesture to show they understand the meaning of words when speaking, listening, reading, viewing and writing.

By the end of Year 2, students will know what the four tones are and their function in Chinese. They can compare English and Chinese consonant and vowel sounds and the use of voice. They can copy and trace characters and can identify key components in familiar characters. They will recognise how their Chinese identity influences some of their language choices when interacting with familiar adults and peers.

## Years 3 and 4

### Band description

#### The nature of the learner

Learners see how they use more than one language in their daily lives and begin to use Chinese in relation to their personal world, countries where Chinese is spoken and the world of imagination.

#### Chinese language learning and use

Engagement with Chinese language is through speaking, listening, reading, viewing and writing in these years. Students will understand more words than they can say or write and will use this knowledge to attempt to say and spell unfamiliar words. Learners use Chinese to participate in action-related talk and complete tasks.

#### Contexts of interaction

At this level students exchanges are likely to focus on both formal and informal exchanges in familiar situations with familiar audiences such as in a range of face to face and online/virtual environments where they are able to identify a range of . Likely contexts for interaction will be situated within everyday educational experiences as well as students' personal family and social environments. From these contexts they will have the opportunities to notice that there are similarities and differences in the ways people communicate both within and across cultural groups.

#### Texts and resources

Students will be exposed to a wide range of voices and settings where Chinese is used, including some extended passages in written and oral form. The key text types at this level will expose students to culturally valued texts including traditional oral texts, fables, stories, songs and picture books. Students will encounter various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances.

#### Features of Chinese language use

Oral language use draws on topics and concepts encountered in other learning areas, building students' capacity to describe and explore these in Chinese. Students use Chinese to share everyday experiences with each other. Students develop literacy skills by beginning to read fables and legends and write stories and accounts. Pinyin is used as a tool to develop students' pronunciation and to understand the nature of the spoken language. Students begin to develop their orthographic and morphological awareness by exploring the relationship between characters and morphemes.

#### Level of support

The teacher explores and enhances the students' understanding of the similarities and differences between Chinese and English and supports their development of Chinese literacy and oracy. Vocabulary lists and model texts support literacy development.

#### The role of English

At this level the teacher talks predominantly in Chinese to instruct, explain and interact with students.

## Content Descriptions and Elaborations

### Communicating

#### Socialising

4.1 *Exchange thoughts and feelings about people and places with peers in structured and unstructured situations and use tones appropriate to speed, emphasis and syllable structure (Key concepts: recreation, everyday, daily, place; Key processes: discussing, sharing, transacting; Key situations: family, community events, play, routines)*

- participating in conversations about home and leisure activity expressing opinions and comparing experiences about for example hobbies, leisure interests and routines
- discussing topics beyond the immediate home context, and talking about subject matter from other learning areas such as 乘法口诀, 名人 and 地理
- sharing experiences in diverse communities, relating own experiences to broader community activity such as community languages school, sporting clubs, religious activity
- 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 and responding to the suggestions of others in an appropriate manner, such as 好的, or through gesture
- responding to scaffolding questions relating self to the science world in Chinese, for example answering questions such as “你喜欢下雨吗?”; “现在下大雨了, 我们怎么办?”; “为什么有人害怕下雨呢?” when learning about rain
- participating in group activities and role plays involving scenarios such as buying food or goods or ordering a meal, and making request in an appropriate way, such as 请来...;我想买...; 你有...吗?
- offering their opinions to help others in transactions, for example 我喜欢红色的/我最喜欢那个  
discussing types of cultural items to present for a school event, for example performing a song, cooking Chinese food or making craft (e.g. 剪纸, 做灯笼)

4.2 *Correspond with family and friends to share experiences and activities and select correct components to match the spoken sound and meaning (Key concept: bi lingual, place; key processes interpreting, exchanging; key text types: short informational and persuasive texts)*

- producing bilingual posters to promote healthy lifestyle across cultures, such as 健康食品
- using digital media to produce a publicity flier for an upcoming cultural or sporting event such as 汉语比赛
- designing bilingual signs (Characters/pinyin/English) to post on key buildings and rooms around the school

## Informing

### 4.3 *Gather and organise information about countries, places and settings from familiar sources and make connections between the spoken sound and its Pinyin representation.*

- interviewing familiar people, such as parents, teachers, peers, people in their community and appreciating their significance as sources of information about Chinese language and culture, identifying possible sources of information beyond the classroom, for example “我可以问我的妈妈，因为她去过新加坡”
- gathering information about activities of others, surveying family and friends about leisure or cultural activities, and compiling information on frequency charts to display languages spoken, countries of origin, or participation in cultural events
- comparing information across cultures or communities by viewing videos of life in Chinese communities worldwide and comparing with local experiences
- collating key information to share with others, for example summarising and sharing one aspect of a topic to contribute to a group response such as experiences of participating in organised activities involving aspects of Chinese culture such as; 龙舟比赛;剪窗花
- presenting a short talk about info gathered from multiple sources, such as investigating 南京的天气 by interviewing the teacher and listening for a podcast of weather forecast, etc.
- supporting presentations using pictures, charts and graphs appropriate to the task, such as using bar charts to show data on 澳大利亚的语言

### 4.4 *Locate and present significant points of cultural and social information for familiar audiences and consider punctuation and spacing conventions in reading and writing information*

- making connections between images and charts and the meaning of texts, identifying key words to locate information, for example in the chapter titles of a book
- identifying key structural words to assist in understanding information, for example in a procedural text
- reporting information from texts to explain aspects of lifestyle or culture in different communities, e.g. TV program guide in brochures, adverts or timetables containing texts and visuals
- making posters to celebrate a special event, such as 端午节, explaining the origins and stories of the festival with others
- outlining steps to a procedure, using sequential markers such as 第一, 第二, 第三 in explanations of how to follow a procedure, for example organising pictures in the right order to demonstrate how to make dumplings
- presenting a visual display with supporting text on a topic of personal interest such as 我家, 我的宠物, 姥姥的家乡, 过春节

## Creating

4.5 Engage with spoken representations of Chinese folklore, fables and legends which convey cultural values and traditions noting how voice, culturally specific action and gesture is used for emphasis and clarity (Key concepts: fable, legend: Key processes: creating, responding: key text type: simple culturally valued imaginative texts)

- creating performances in response to legends and other forms of literature of significance, such as 《盘古开天辟地》, or segments of 《西游记》
- engaging with entertainment designed for young children such as TV programs, songs, plays, and games in digital media evaluating such forms of entertainment for example 我喜欢这首歌因为它的歌词很美
- discussing formation and features of characters in various forms of entertainment, such as differences between characters and how these differences are played out, for example in the cartoon 《喜羊羊和灰太狼》
- reading aloud or reciting traditional texts such as poems and rhymes, paying attention to pronunciation, prosody and emotion and explaining key ideas in Chinese
- participating in shared reading and identifying how familiar words are used to express meanings in new contexts, for example 盘古的眼睛变成太阳, 头发变成星星, 血液变成山河湖海

4.6 Describe storylines and characters in Chinese narratives and apply knowledge of how character components are combined to create simple narratives and character profiles (Key concepts: imagination, point of view : key processes: responding, expressing Key text types: short modified Chinese imaginative texts, simple persuasive texts)

- presenting stories to peers in sharing sessions, paying attention to techniques of telling a story such as 停顿; 语气语调; 抑扬顿挫,
- creating simple narratives of the day in the life of a person, animal or fictional character, such as 《小狗汪汪的一天》, sequencing events and using images to support the storytelling process

## Translating

4.7 Identify and describe reasons for interpretations of English translations found in Chinese bilingual texts (Key concepts: bilingualism: Key processes; interpreting, representing, negotiating meaning)

- explaining in English features of gesture associated with interaction in Chinese, for example hand gestures for numbers
- comparing versions of a common text across languages and identifying issues in conveying common meanings, for example how to render 小心 into English

#### 4.8 *Develop and compare strategies for building vocabulary, sentences and making sense of words in English and Chinese (Key concept: bilingualism: Key processes: identifying, translating, interpreting, negotiating meaning)*

- considering alternative ways of interpreting ideas, such as giving examples, looking for 近义词 or elaborate on details and choosing of image and layout in different translations of the same text
- translating texts to help understand the gist and highlight changes in word order and meaning
- creating bilingual texts to share with others, for example adding English to a Chinese new year poster or couplet, adding Chinese headings to an Australian tourism promotion brochure, adding Chinese to a class weekly timetable
- engaging in cultural performances and community events and appreciating a sense of association and describing contexts in which their engagement with Chinese language and culture creates a real sense of belonging
- identifying ways their Chinese identity is reflected in their personal daily life and interests e.g. belonging to a sports or interest group or attending community school
- considering their bilingual identities as Chinese and as Australians, and how each of these contributes to their overall sense of identity .
- talking about knowledge of Chinese lifestyles such as festivals and celebrations, food staples and preference, cooking styles, and discussing own engagement with these
- noticing differences in cultural practices and explain in Chinese the protocol for certain events, such as 我去表哥家要先叫人，大姨好，大姨夫好；如果他們要留我吃飯，我要先問媽媽可不可以；如果阿姨叫我多吃一點，我不能吃太多，最好客氣客氣。

### **Reflecting**

#### 4.9 *Reflect on the similarities and differences between learning Chinese and English (Key concept: identity, place; key processes: responding, identifying)*

- learning to interact with consideration of the cultural background of participants
- identifying levels of politeness, respect and formality likely to influence effectiveness of interactions across languages in diverse contexts, for example seeking assistance , engaging with people of different ages or authority
- making a judgment on how to address and refer to others, for example whether to address a stranger as 姐姐 or 阿姨 in Chinese and how they would be addressed in English
- participating in cultural events and reflecting on own reactions to each for example watching a Chinese vs. Australia soccer match or performing a Chinese song to the school community, or celebrating ANZAC day

### **Understanding**

#### **Systems of language**

#### 4.10 *Identify and explain tonal features of Chinese in own speech*

- learning how syllables are decoded from and encoded in Pinyin

- differentiating between the four tones when speaking and knowing how to pronounce the 'neutral tone'
- understanding the aesthetic features of reading out loud 朗诵 and reciting 背诵, focusing on phrasing, stress and intonation of Chinese spoken language

#### 4.11 *Identify the features of individual characters encountered, relating components and their positions to the meaning and sound of characters*

- develop fine motor skills appropriate to Chinese writing conventions (方块儿) and learning about Chinese writing conventions, including direction of text and punctuation
- applying writing rules of stroke direction and stroke order when writing characters, paying attention to details of characters, for example length of a stroke to discriminate similar forms: 土 and 士
- developing skills in identifying the structure and components of a compound character, for example 学 has two components and they are of top-and-bottom structure
- categorising characters with common components, such as 花、草、菜 and making connections between meanings and sounds of components and meanings and sounds of characters, for example 目 'eye' in 看 'to look at'
- knowing the use of both forms of characters in the local community, for example 《大洋时报》 uses traditional characters and exploring texts in both forms of characters and analysing differences in orthography, for example 门 and 門
- identifying personal connections with one or both forms of character scripts, for example 我妈妈教我写简体字，因为妈妈是从北京来的。

#### 4.12 *Identify meanings of unfamiliar words by applying morphological awareness to suggest possible meanings of each syllable in context*

- inferring meaning of unfamiliar words by associating meaning of morphemes with meaning of words
- knowing that a character might have multiple meanings, for example 冷 meaning 'cold' in 冷水 and meaning 'quiet' in 冷清

#### 4.13 *Develop ways to structure sentences in Chinese to elaborate own ideas*

- elaborating ideas in sentences including for example time, place, manner (星期一我从上海坐飞机到北京)
- learning about meta-terms to describe grammar rules in Chinese, for example 'subject' 主语
- knowing 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。

#### 4.14 *Develop skills to communicate in different genres and explain similarities and differences between spoken texts and their written equivalents*

- recognising features of various genres, including narrative, explanatory texts and reports and identifying which genres are most suitable for different purposes, for example, 记叙文记叙一个事情，比如说《我最喜欢的假期》。
- 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 reason for such differences?'
- applying cohesive devices in writing imaginative texts, correspondence and informational texts, for example beginning a story with 很久很久以前

### *Language variation and change*

#### 4.15 *Explore alternative ways of expressing ideas and recognise how context influences expression*

- addressing others appropriately, for example 王老师 with teacher; 张叔叔 with young adult males; nickname with close relatives ( 欢欢表妹 )
- differentiating language use based on different functions, for example making commands 过来！; making requests 你可以过来一下吗？
- discussing differences in language use at home and in school, for example comparing how to ask for permission to use a computer: 老师，我可以用电脑吗？and 我就是要用电脑！。

#### 4.16 *Explore diversity in dialects and contexts in which Chinese is used in Australian communities*

- identifying locations of major dialect groups in China, discussing environmental and historical reasons for the existence of dialects and appreciating the value of a common language such as Mandarin
- making personal connections with particular dialects of Chinese and asking peers which dialects are spoken in their families and inviting others to say a few words in their own dialects, for example 我爷爷说广东话
- investigating diversity in spoken Chinese and identifying differences in phonology across dialects, for example exploring greetings in dialects such as Cantonese, Hakka and Shanghaies, and comparing the pronunciation of words
- accessing local Chinese media such as radio stations, satellite TV stations, newspapers, and viewing Chinese programs in mainstream media, such as Chinese (Mandarin) news programs or Chinese websites to enhance their appreciation of Chinese language use in local media and explore the extent of their comprehension of Chinese used in diverse contexts
- discussing reasons why Chinese is used in Australian communities and making personal connections to these reasons

#### 4.17 Identify ways traditional values are expressed and the impact of English on everyday communication in Chinese

- reading examples of traditional texts, including classical poems, and appreciating the meanings conveyed in for example 《静夜思》, 《春晓》, 《咏鹅》 and discussing the themes in a range of stories, fables and legends, such as 《孔融让梨》、《井底之蛙》、《铁杵磨针》
- reading 成语故事, for example 《指鹿为马》、《狐假虎威》、《买椟还珠》, and discussing the meaning of 成语 and four-character expressions such as 拔苗助长 and exploring the relevance and significance to contemporary life of the cultural values conveyed in such texts and how these phrases are used in daily communication including phrases used for particular occasions such as 生日快乐 for birthday, 大吉大利 for New Year and 团团圆圆 for Mid-autumn Festival
- exploring the impact of English on their Chinese language use, such as recognising transliteration in Chinese, for example 可口可乐 and developing awareness of cross-language influences and their acceptance in the language, for example 我有去过美国
- exploring the use of code-switching in daily communication, for example 我 pass 了小测验。

#### Role of language and culture

#### 4.18 Explore how Chinese represents cultural meanings in specific ways, including language used in association with festivals and celebrations

- identifying culturally-specific phrases, for example 'mate' in Australian English, and '吃了吗' in Chinese and sharing insights into why particular cultures value certain colloquial language
- associating the literal and cultural meanings of words and expressions such as 红红火火
- discussing the contextual and cultural meanings of words that are not directly translated in another language, for example translating 手足 as 'brothers'

#### Years 3 and 4 Achievement Standard

By the end of Year 4, students will initiate and sustain short exchanges (你晚饭吃什么?) (我学汉语和英语) (站起来, 大家听老师说) to organise and convey key information and share experiences in formal and informal situations making appropriate choices about selection of characters, words, pronunciation. They use demonstratives (这、那、那些) with measure words and verbs to indicate agreement (对, 好的) and preferences (要、想、喜欢). They will interact with and create imaginative, informative and persuasive short texts of few words for familiar audiences and identified purposes. Students use Chinese to meet routine, procedural and informal

conversational needs from known speech patterns, identifying how their bicultural identity helps them in their language use.

By the end of Year 4, students understand that Pinyin represents spoken language and map Pinyin against their own speech. They know when tones are expressed or not in different contexts. They recognise features of the Chinese writing system; the range of strokes and their sequences in character writing; and the relationship between components and sound and meaning. They develop skills in structuring their ideas in sentences. They describe role and features of Chinese language and culture and compare how ideas are conveyed across languages and cultures.

## Years 5 and 6

### Band description

#### The nature of the learner

Students will begin to use their bilingual and bicultural capabilities and understandings within the world of their own experience and imagination and draw on some topics from other learning areas. They are extending their knowledge of language structure and texts.

#### Chinese language learning and use

Students are immersed in Chinese across speaking, listening, reading, writing and viewing and where practicable activities may include those designed collaboratively with teachers in other learning areas to provide opportunities for translating or interpreting. They speak and write in Chinese to express their own interests. Learners begin to appreciate how their own language use compares to modern standard forms in terms of pronunciation, tone and rhythm. They will consciously use aspects of grammar in their language learning and a range of implicit and explicit models in response to teacher prompting. They consider audience and purpose and appropriate language choices in their cultural and communicative practices.

#### Contexts of interaction

Students actively communicate in Chinese in the classroom, school, home and community environments. They begin to interact with other language users via the online environment and other digital forums.

#### Texts and resources

Students engage with visual media, music, cartoons, stories, games and documentaries. They will use multi media for researching, exploration and collaboration. They create a range of short imaginative, informative and persuasive texts.

#### Features of Chinese language use

Students learn to analyse new characters encountered in text with a focus on mapping these character forms to their known spoken language. Students make comparisons between societies, social structures and belief systems and explore how these are conveyed through language. They discover and discuss diversity in cultural identity and experience. Students explore the Chinese past through texts such as fables and classical stories. Written language use includes reading and comparing Chinese and English children's literature.

#### Level of support

Correct Chinese language use continues to be modelled by the teacher to support students' Chinese oracy and literacy development. Texts are often have Pinyin glossaries or include vocabulary lists to support learning.

#### The role of English

Classroom interaction is predominantly conducted in Chinese with English being used to compare languages and explore complex ideas related to language, culture, learning and concepts from other learning areas.

## Content Descriptions and Elaborations

### Communicating

#### Socialising

6.1 *Participate in multicultural group activities and events to share ideas about events, objects and learning Chinese, and apply knowledge of intonation, atonality and stress to enhance meaning (Key concepts: place, identity, community; Key processes: negotiating, transacting, arranging; Key situations: class, community, neighbourhood)*

- engaging others in conversation and inviting responses on issues relevant to their lives such as traditional and modern lifestyles and values; language learning by asking questions such as 你知道澳大利亚的国宝是什么吗？（你觉得什么最好玩？，
- participating in class and school debates, acknowledging other's opinions and presenting own with examples and personal experiences, for example, 虽然你说得很有道理，但是如果我们再想一想，如果你也经历过..... 那么你会同意.....
- collaborating to determine 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。
- identifying sources including websites to identify suppliers of Chinese learning materials, for example, 你这本书是在哪儿买的？中国城的那家中文书店怎么样？to for example select appropriate readers for a class set

6.2 *Correspond with Chinese speaking peers to exchange information and invitations in different situations and apply knowledge of character and word formation to improve this correspondence (Key concepts: place, identity: Key processes; interpreting, negotiating, selecting; key contexts: home and host countries)*

- using social media to maintain contact with classmates and record events in everyday life, by keeping a weekly or daily journal or blog, recording highlights of school or home life and leisure activity, such as 今天我的足球队又输了，真没劲！ Or a holiday experience such as 袋鼠岛游记，
- describing and elaborating on details of experiences in correspondence for others to enjoy, for example 这次暑假过得很愉快，我们全家去了巴厘岛。在那儿，我们天天在海边，有时候冲浪，有时候散步。
- composing messages with appropriate format for text messages, emails, letters and using appropriate term to address recipient, for example: 敬爱的王老师(for a formal letter); 嘿，小王，最近好吗（for a casual letter or message）
- responding to invitations to participate in personal celebrations, including accepting and declining in appropriate ways for example “谢谢你的邀请，祝你生日快乐。但是我星期日要.....对不起，不能参加你的聚会。希望你玩得高兴。”

- creating posters , fliers to promote cultural events to the local Chinese community and community at large, such as 悉尼艺术节 , XXX 音乐剧
- producing Chinese language versions of school promotional materials to assist the Chinese community engage with school activity, for example, school fete, principle's tour, sister school visit, etc.
- promoting community events such as Chinese New Year Celebrations, Lion Dance Performances, Visiting performers and school activities, such as cultural days, assembly items, grandparents' day

## Informing

### 6.3 *Select and compare information about different lifestyles from a range of sources and transcribe key ideas in Pinyin with attention to spelling and tones*

- viewing TV programs, documentary or interviews for young people such as 《智慧树》 and discussing the experiences of characters and comparing their life experiences to own world
- enquiring into aspects of life of Chinese communities overseas, for example web-chatting with relatives overseas to find out more about own family origins, history or circumstances
- identifying and selecting visual sources and comparing and contrasting different perspectives on issues, such as how children in diverse locations in China describe their school experience
- following an instructional video to complete an action collaboratively, for example watching 如何画中国画, or preparing for a cultural celebration by following video procedures on how to 包粽子 for 端午节
- preparing and creating a video clip to share with peers overseas introducing aspects of local culture including interesting places, history, famous people, life style etc., such as 墨尔本的电车
- presenting informed opinions to share with others, giving examples ( 澳大利亚人说很多语言 , 比如英语 , 汉语 , 法语等等); and comparing information ( 中国人口比澳大利亚的多)(我觉得我们应该帮爸爸妈妈做家务)

### 6.4 *Select and represent information to share experiences and topics of interest to Chinese speaking peers noting the impact of combining characters to form compounds, spacing, fonts and script type on own and others' writing*

- selecting appropriate resources to research a topic of interest such as a major place, person or event in Chinese history and key information to share with others
- analysing what information is needed to research a topic and employing Chinese search engines to access diverse 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?
- summarising information, evaluating its relevance to the topic and the way it was presented, answering scaffolding questions such as 'Who is the source of the

information?’ ;‘Why is this a valid source for this issue?’; ‘Was the information presented objectively? How can you tell?’

- comparing and collating information from diverse sources, analysing language used and presentation of information, for example comparing a print and TV advertisement promoting the same product
- applying knowledge of the world and their own experience to assist understanding of the meaning of texts, for example discussing topics studied in other learning areas and exploring related Chinese texts, for example understanding “黄山归来不看岳” by connecting knowledge or experience of visiting 黄山

## Creating

### 6.5 Compare and observe performances of culturally significant imaginative characters and experiences in Chinese traditions (Key concepts: significance, tradition: Key processes: comparing, responding, creating: Key text types: modified traditional texts)

- exploring various forms of Chinese popular culture in audio or visual media, including 流行歌曲、电影、电视剧、娱乐新闻, appreciating stylistic devices used in popular song lyrics, such as 重复 and comparing them to English songs
- comparing popular performance across cultures and generations, evaluating performances with attention to the aesthetic values and the influence of Western and Asian popular culture, and comparing the content and language, such as 我妈妈最喜欢的中文歌是..... 这首歌唱的是..... 我最喜欢的中文歌是... ..内容和我妈妈喜欢的歌不一样.
- recognising the influence of traditional culture on modern popular entertainment, for example considering the use of traditional music instruments in popular songs; modern versions of classic 曲, such as 《水调歌头•中秋》; the representation of traditional symbolic meanings in modern performances
- creating performances response to classic Chinese stories, such as 《负荆请罪》 or famous stories in other cultures such as 《丑小鸭》, sharing roles to tell the story through dramatic performance

### 6.6 Identify how characters, and emotions are expressed in simple narratives and poems and use this knowledge to create imagined characters and events (Key concepts: character, emotion, Key processes: comparing, responding, creating; Key text types: imaginative texts)

- reading children’s literature including fables and traditional stories, and exploring values and morality tales such as the concept of 寓意 in 动画片, 小人书 and comparing values and morals conveyed through texts across cultures, such as 凿壁偷光, 塞翁失马 (你能找到英语中类似的说法吗? 你觉得这个故事的寓意在澳大利亚有意义吗?)
- reading extracts from significant children’s literature and discuss their personal responses to the characters and storyline and writing a personal reflection to relate the story to personal experience or express empathy with characters involved

- creating stories in various literary styles such as 记叙文、散文、诗歌, describing thoughts and emotions by experimenting with descriptive language to capture the intensity of emotions and feelings of characters, and the excitement of events, using written styles of language, for example 我看到好多漂亮的花, 有粉红的, 雪白的, 真是太美了。

## Translating

6.7 *Identify and account for the potential 'loss' of subtle meanings from character components and individual characters in compounds when translating into English (key concept: meaning: Key processes: translating, interpreting, negotiating meaning)*

- reading Chinese texts such as advertisements and signs including those that include some degree of English in translation and engage in class discussion about the merits of translations and alternative ways of representing the meanings expressed in the texts
- reading children's stories in bilingual form and reflect on the manner in which ideas in Chinese and English may or may not translate directly
- observing interactions between speakers of Chinese and attempt to describe the interaction in English, discussing personal interpretations of the meanings conveyed and the cultural messages implicit in their interaction, for example watching an interaction between a teacher and classmates in China and contrasting the patterns of interaction displayed with their own experience in Australia
- explaining culture specific concept such as humility 谦虚 to people from different cultural background with examples of when and how 谦虚 should be shown and how it is understood by participants of the communication, for example when accepting/denying appraisal

6.8 *Identify and explain the variations and impact of context when translating for Chinese and English audiences (Key concept: audience, context, biculturalism: Key processes: identifying, translating, interpreting, negotiating meaning)*

- acting as interpreter for visitors of diverse backgrounds and communicating their message to speakers of other languages, applying strategies, including clarifying, rephrasing, explaining, when mediating cultural concepts
- 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

## Reflecting

6.9 *Observe and explain the advantages of learning Chinese and English in both Chinese and English interactions (Key concepts: place, bicultural, identity: Key processes; observing, explaining, reflecting)*

- noticing and reflecting on how interacting in Chinese "feels different" to interacting in English, and identifying ways of talking or behaving that appear culture-specific
- discussing language choices expected or required in diverse contexts across languages, for example apologising, congratulating, expressing thanks, declining, rejecting, complaining

- engaging with Chinese peers in diverse contexts, identifying situations of misunderstanding or miscommunication and exploring strategies to overcome these
- recognising signals within an interaction that require readjustment of language choices

## Understanding

### *Systems of language*

#### *6.10 Describe and explain impact of tone, stress and phrasing*

- recognise efficiencies in recording information in Pinyin and using Pinyin input methods to generate digital texts
- speaking with attention to pronunciation and tone in Chinese when reading aloud printed information
- recognising syllable changes in speech, including change of tonal value and tone sandhi, such as ‘不要’

#### *6.11 Identify and explain forms and functions of components in individual characters and in related characters (i.e. 心, 想, 情, 闷)*

- reading texts and inferring the meaning of unfamiliar characters by identifying identifying familiar semantic and phonetic components of compound characters, and using contextual clues to map the form of characters to sound and meaning
- writing characters with appropriate structure and proportion when writing with and without 田字格 and discussing issues with remembering and reproducing individual components in characters for example discriminating between characters such as....
- exploring a range of fonts in digital forms and personal styles of writing and appreciating the aesthetic value of calligraphy including 硬笔书法

#### *6.12 Differentiate contextual meanings of individual syllables or characters to assist comprehension and vocabulary development*

- recognising grammatical functions of common suffixes and prefixes to assist comprehension in reading, for example recognising 子, 者, 家 as a noun suffix
- discriminating between the contextual meanings of characters with multiple meanings, such as 家 as in 家人 and in 画家
- recognising words that reflect particular cultural understandings, for example 天气 means ‘weather’ but literally translates as ‘sky’s energy’

#### *6.13 Enhance quality and clarity of expression by experimenting with and manipulating basic structures and features of Chinese grammar*

- explaining the function of words and structures in language encountered
- exploring and beginning to build more complex messages, for example using forms of cohesion; finding ways to generalise or nominalise ideas
- knowing the differences of focus and purpose in alternative sentences, for example 他把杯子狠狠地扔在地上 and 杯子被狠狠地扔在地上。

- knowing that there are different applications of grammatical rules in spoken and written language, for example in ordering food 来点儿什么菜？ compared to 您吃点儿什么？
- differentiating use of grammar based on context, for example using more formally-structured sentences in report writing
- recognising terms and expressions used for formal written styles, for example 首先，其次，最后 rather than 先……后来……后来……

#### 6.14 *Analyse and apply particular properties of personal texts, for example letters and digital presentations, and compare textual features of texts encountered across languages*

- exploring metaphoric use and literal meaning in texts, for example 远远的街灯明了，像是闪着无数的明星
- analysing rhetorical devices in texts, including 比喻、夸张、排比, and identifying culturally specific features such as 日月如梭，难于上青天, and experimenting with rhetorical devices in own speech and writing

### **Language variation and change**

#### 6.15 *Differentiate features and apply rules for expressing meanings in spoken and written modes in diverse contexts*

- identifying variability in language used in diverse contexts, for example interacting in supermarkets; at the doctor's surgery; when visiting a friend or relative
- recognising language reflecting diverse levels of formality, such as 爷爷 and 祖父, and using language to reflect formality appropriate to context, for example 累死了 and 非常疲惫
- using words and expressions reflecting a participant's seniority and authority, for example 您老、敬请
- analysing language use to show different levels of intimacy or distance between participants, for example 咱俩、我们、我和您
- differentiating language reflecting oral and written styles of language, such as 我要吃好吃的。中国有很多美食。

#### 6.16 *Differentiate features of Chinese language use across the Sinophone world*

- appreciating the extent of Chinese language use locally, regionally and globally and discussing issues related to ownership and regulation of Chinese language, such as official recognition of spoken languages, character systems and Romanisation forms
- differentiating Modern Standard Chinese and features of local vernacular Chinese used in their community, recognising regional differences in words and phrases, and exploring how regional identity is reflected in use of dialect words and phrases for example 菠萝 and 凤梨；草莓 and 士多啤梨,

- comparing home language to the Modern Standard form of Chinese and discussing similarities and differences in spoken and written forms

#### 6.17 *Identify and explain the role of language in the changes and continuities in cultural values and beliefs*

- exploring language 'borrowing' such as yumcha, guanxi, kungfu as English words that are 'borrowed' from Chinese and the impact of English on Chinese use today
- discussing the reasons for code-switching in personal language use and evaluating others' opinions on code-switching
- analysing the impact of languages on each other and overcoming unacceptable 'language transfer', such as 他写着作业 (他在写作业。)

### **Role of language and culture**

#### 6.18 *Explore particular cultural meanings conveyed in everyday interactions across languages*

- exploring origins of 成语 and 歇后语 encountered in texts such as 朝三暮四, 姜太公钓鱼, and using fixed phrases to share or convey a cultural idea in own writing, for example 塞翁失马, 笨鸟先飞
- exploring how the languages that people know can impact on the way they communicate in other languages, for example the use and frequency of 'thank you' and 谢谢 and how this indicates distance between participants in interactions in Chinese
- exploring how cultural concepts of family and the importance of one's sense of connection to others influence use of language

### **Years 5 and 6 Achievement Standard**

By the end of Year 6, students can maintain oral and written exchanges with familiar and unfamiliar people across an increasing range of situations (你星期几去汉语学校?) (你说...对吗?), convey information, opinions and experiences (我喜欢踢澳式足球, 你呢?) and access a range of print and digital media sources (童书, 报纸, 画册, 科学书, 传单, 广告, 教材, 地图). They write characters paying attention to shape, stroke order and proportion. They select appropriate simplified characters and Pinyin, stress, tone and intonation to express emotion and opinion.

They will interact with and create a range of informative, persuasive and imaginative short texts with and for a range of audiences and different purposes. They relate their own experiences to those presented in texts 《如果我是.....》.

Sentences include use of prepositions (给、跟、对). They use possessives and attributive clauses with particle 的. They use a range of verbs and use verb complements to describe the direction, result or potential of an action. They use conjunctions (可是、或者、因为、除了) to connect ideas and elaborate on or clarify opinions and actions explaining how their developing bilingual ability supports their language choices.

By the end of Year 6, students explain the nature of tone-syllables and map these to their own Chinese speech. They can categorise characters into groups based on meaning, appearance, pronunciation or function using this information to understand new characters.

They compare the word order of Chinese sentences with that of English, recognising how their knowledge of English impacts on the way they express ideas in Chinese.

They describe how the features of Chinese and English texts are used to convey meaning.

## Years 7 and 8

### Band description

#### The nature of the learner

Students are able to maintain their sense of belonging to both their home and their outside culture. They can alter their conduct to fit different contexts within the world of teenage experience.

#### Chinese language learning and use

Students learn to extend their knowledge of language structures and text organisation through reading and viewing authentic material and discussing how to apply new learning to their own communication. They are immersed in Chinese language, exploring issues related to youth culture, environmental conservation, family structure and welfare and the features of diverse Chinese living and social environments.

#### Contexts of interaction

Students use Chinese at school and home, and through increased engagement with members of their local communities. The online environment is used to connect students with other Chinese language users globally.

#### Texts and resources

Students engage with language through a variety of text types and modes including visual and digital media, music, TV series, documentaries, bilingual versions of classic and contemporary literature and their film adaptations.

#### Features of Chinese language use

Students extend their writing skills to include more persuasive language and more formal genres such as articles and reports. They participate in presentations on topics related to the history and geography of Chinese-speaking communities and initiate discussion through enquiry. Students begin to realise how their own pronunciation compares to modern standard spoken Chinese. They also explore the influence of English on their own communication in Chinese, both in pronunciation and linguistic structures, and the role of code-switching in their daily language use. Students develop their skills in analysing characters and recognising word and clause boundaries in extended text.

#### Level of support

Correct Chinese language use continues to be modelled by the teacher to support students' Chinese oracy and literacy development. Glossaries, vocabulary lists, dictionaries and translation tools are used to support comprehension.

#### The role of English

Classroom interaction is primarily conducted in Chinese. English is used when required for comparison or to explore complex ideas related to language, culture and concepts from other learning areas.

## Content Descriptions and Elaborations

### Communicating

#### Socialising

8.1 *Interact orally with familiar groups and individuals to exchange ideas and feelings about planning shared social experiences and events and use this knowledge to arrange events (Key concepts: identity, perspective; key processes: transacting, connecting; Key contexts: markets/shopping, school, community)*

- contributing to class discussions to share opinions on topical issues such as homework and study habits,, parental expectations and generational differences,;elaborating on own perspectives and clarifying ideas and opinions, for example 奥运会 我既为澳大利亚加油 也为中国加油 , 因为这两个国家对我来说都很重要。and summarising various perspectives in interaction, for example 大家的意思是..... or 也就是说.....
- discussing aspects of personal world such as a recent holiday overseas, future plans, achievements in life and initiating talk with others for example 你知道我今年冬天去了哪儿吗? 说起来真好玩。
- acknowledging the ideas of others and indicating agreement or disagreement in non-judgmental waysfor example, 我们也没办法, 不得不.....and using language to persuade or influence others, for example listing possible consequences (要不然; 如果... .. 的话; 那么 .....
- inviting others to share their opinions and exploring others' perspectives and the influences on their perspectives, asking questions and inviting further elaboration, for example 你为什么说.....? and responding to others' opinions by adding details from a different perspective, for example 你说你喜欢滑雪, 我也很喜欢滑雪。因为滑雪不仅有趣, 它也是很好的运动, 可以锻炼身体; 你还可以和家人一起滑雪, 所以它也是很好的家庭活动。
- requesting budgeting and financial planning as part of responsible decision making when purchasing goods and services for example, 我们可以花多少钱? 这个一下就占了一大半, 还是买便宜一些的那个吧。

8.2 *Correspond with Chinese speaking peers and native speakers to compare opinions about common learning, social and cultural experiences and identify Analyse and compare the experience of working with Chinese language and culture requirements for different contexts, identifying subtle differences between characters in their own and others' handwriting and noting the difference between traditional and simplified characters (Key concepts: assumptions place, values, beliefs; key processes: interpreting; Key contexts: arranging cross cultural events and social events)*

- sharing experiences relating to school such as camps, excursions, class activities and leisure such as sporting competitions, television programs, family holidays with participants of online communities of Chinese speakers, such as educational blogs

- responding to inquiry from others through correspondence and online communities , and describing life style of Australian youth in general with attention to what makes “Australia” unique, for example 澳大利亚有..... , 人们生活.....
- engaging with educational social media to document own experiences and achievements by posting a weekly journal or blog for others to read such as 本周 XX 俱乐部足球赛
- using mobile technologies to maintain contact and share thoughts and experiences and plan activities with Chinese classmates

## Informing

### *8.3 Collate and analyse information from oral/aural sources to develop a position on an issue, noticing differences in accent and use of tones from people of different regions*

- accessing information from diverse sources, such as familiar adults, TV advertisements, video or TV documentaries , to inform self and others on topical issues such as the impact of, attitudes towards or actions taken in relation to climate change across countries or communities
- comparing information presented in various sources, for example assessing information about China in tourism videos from China and Australia, discussing the differences of focus and why there are such differences
- making a list of possible resources before undertaking a research project and giving reasons for why these resources might be useful, developing note-taking skills when listening to and reading texts and organising notes using graphic organisers and other tools
- 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 diverse sources such as video or TV documentaries, and from 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 ?

### *8.4 Categorise and present cross cultural experiences for an identified audience from a range of written sources, noting the use of traditional and simplified characters*

- accessing a range of sources such as online debates in public forums and identifying factors that potentially cause bias on an issue, for example era, generational differences, cultural factors, individual personalities “有人认为愚公很傻 , 尤其是生活在现代的人”
- engaging with diverse representations of ideas and comparing perspectives and developing an informed position on issues relevant to their lives, for example 在中国有人说移民澳洲好 , 因为生活轻松 ; 也有人说移民澳洲不好 , 因为没有熟悉的家人朋友。我觉得..... 因为.....
- relating information on a specific issue by discussing perspectives and comparing experiences and opinions on issues such as 独生子女政策, noting how some people

focus on positive effects on society and some people focus on personal experiences of being a 独生子女

## Creating

8.5 *Experiment with and analyse the similarities and differences in how aspects of performance in English and Chinese popular imaginative entertainment reveal important cultural values (Key concepts: values, beliefs, attitudes: Key processes: comparing, contrasting: Key text types: fiction in film/TV)*

- describing how emotions, attitudes or intentions of a performer, author or character are conveyed through language, and analysing how emotions, for example happiness, sadness, homesickness, are expressed in popular songs, TV programs
- viewing popular TV programs designed for Chinese youth and sharing individual responses or reactions to forms of Chinese entertainment and comparing features of performance across cultures
- understanding how music, imagery and stereotypical representations of people, places and practices are used in contemporary youth media to influence audience responses
- exploring regional and generational influences of popular culture of Sinophone world, such as 港台流行歌曲；港片 and identifying differences in the concept of 'beauty' in different times, for example 60年代流行....., 70年代流行.....
- comparing features of performance in different media (such as radio and recording; television and music video; internet and YouTube video), and discussing how entertainment is changing with technology

8.6 *Analyse how text structure and organisation of imaginative texts including poems and folklore shapes audiences' perceptions and attitudes (Key concepts: imagination, attitude, beliefs: key processes: analysing, creating key text types: short imaginative and informative texts)*

- responding to literary texts such as 《某某后传》 through own imaginative writing, reflecting the literary styles and methods identified in such texts
- reading a range of imaginative texts from other cultures and keeping a reading journal 读书笔记 to record understanding and own response and participating in sharing and talking in class about texts such as 《小王子》，《安徒生童话选》
- write own narrative accounts of the life experiences of major historical figures or characters from literature such as 诸葛亮，孔子和他的学生

## Translating

8.7 *Identify and compare concepts that are not readily expressed in English for public and personal purposes (Key concept: concept, public, personal; key processes: comparing, translating)*

- comparing alternative ways of translating to identify 'normality' in one's linguistic and cultural context, for example using the term 软饮料 (instead of 无酒精饮料) assumes the reader/audience has a level of connection to English to understand meaning of 软

- comparing 褒义词, 贬义词 and 中性词 and the contexts they are used in, for example the differences between 聪明 and 滑头
- identifying words used with specific assumptions, for example gender (英俊 is used to describe males); significance (会见 vs 见面); formality (光临 vs 来到)
- considering ways to convey culture specific terms such as 中药和食疗 and how this is best reflected in English language, such as how to explain 上火, 大补 etc, and how to understand using 熊胆, 龟甲 as ingredients for medical treatment

**8.8** *Investigate and respond to the influence of different roles, relationships, settings and situations when interpreting both Chinese and English (Key concept: audience, context, bilingual; Key processes: identifying, translating, interpreting)*

- observing others involved in interpreting meanings in bilingual contexts and identifying challenges and potential issues in mediation
- expanding their own linguistic repertoire, considering the available choices and making decisions on how best to transfer unfamiliar ideas, considering alternative ways of translating ideas and their own choices and preferences, when moving between languages
- using Chinese-Chinese dictionaries to enhance understanding of subtle differences in how and when words are used, and applying such knowledge to interpreting meanings in texts and interactions

## Reflecting

**8.9** *Compare and contrast how linguistic and cultural influences impact on Chinese Australians of different generation and gender (Key concept: place impact, change, continuity; key processes; reflecting, shaping)*

- recognising one's own tendency to generalise or stereotype during interaction (such as 地域歧视) being sensitive to possible offence to others in interaction and considering questions to ask about the other person's cultural background
- participating in cultural events and reflecting on cultural similarities and differences and how cultural practices change in a different context, for example, 我们家不过中秋节, 因为大家都觉得不太重要。母亲节有时候我们全家回去爷爷奶奶家一起吃饭。
- being aware of how own ideas may be perceived by others based on language choice including code-switching for example 我妈妈不喜欢我说汉语中间夹英语, 但是我和朋友经常这样说, 她也经常这样说。有的时候姥姥听不懂, 我就会想想全用汉语怎么说。

## Understanding

### Systems of language

**8.10** *Compare features of speech of speakers from diverse regions to standard Chinese*

- comparing ways they pronounce and use spoken Chinese with peers and other Chinese speakers and determining the influences on their own language use such as TV, parents, dialects spoken

- 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 ‘lang’; ‘shi’ and ‘si’; ‘lan’ and ‘nan’ when listening to interactions with speakers in diverse contexts

#### 8.11 *Infer possible sounds and meanings of unfamiliar characters by identifying and explaining role, semantic and phonetic component*

- using character and component knowledge to infer potential sound and meaning of new characters encountered in text and examining component form and function to associate the correct sound and meaning to individual characters
- using knowledge of components to select a character from options when inputting Chinese into a digital text

#### 8.12 *Use morphemes and the process of word formation to construct more complex meanings*

- categorising words containing a common morpheme to better understand the relationship between morphemes and specific word meanings, for example using dictionaries to explore the range of words created from a common character morpheme such as 情 and 性
- discriminating between the functions of morphemes with related meanings, for example 餐, 饭; 玩, 做; 做, 作
- exploring influences on word formation, for example the school subject Language is called 语文 not 汉语 or 中文

#### 8.13 *Experiment with ways of organising and expressing complex ideas in Chinese*

- analysing linguistic, stylistic and textual features of diverse samples of the same genre to compare the choices made by authors and the impact of these choices
- organising information in diverse ways, discussing the logical flow of the information and whether that suits the audience’s reading expectation, for example, comparing “目前陆地上的煤, 石油等资源 由于长期开采, 已经越来越少。” and “由于长期开采陆地上的资源, 比如煤和石油, 目前已经越来越少。”

#### 8.14 *Explore how differences in texts, including expositions, procedures, and recounts are organised and applied in own speech and writing*

- recognising and applying features of diverse texts, for example comparing features of narrative, recount, report, procedure
- comparing the ways in which similar ideas and concepts are presented in diverse genres and discussing the impact of genre choice on text structure and language use for example in persuasive and evaluative texts) and demining how languages choices achieve the desired effect
- exploring the traditional structure of persuasive texts in Chinese, such as 总起-分述-总结, and discussing its effectiveness
- reading samples of formal texts such as news articles, official letters and informative reports, identifying how language use compares to their own everyday speech

- analysing and explaining the organisation and development of ideas or an argument in a range of genres, including textual features such as paragraphing

### **Language variation and change**

#### **8.15 Modify language use to reflect different roles, relationships, settings and values in diverse contexts**

- observing interactions and identifying examples of how language is adapted as the roles and positions of participants are established, for example moving to more formal language once one participant is identified as a person of authority
- reading texts such as 《人民日报》, and summarising words and phrases used to enhance the role of authority, objectivity and the particular purpose, such as how to name students with different achievements “尖子生”, “中间生”, “临界生” “优秀学生”, “普通学生”, “落后的有潜力学生” in a report on school education.

#### **8.16 Explore features of regional dialects and their contemporary use in diverse communities**

- noticing and describing differences in accent and dialect when listening to Chinese speakers from diverse regions
- exploring the use of 普通话 as a lingua franca in Chinese-speaking communities and identifying terms used in different regions to express a similar idea, for example 普通话 vs 国语; 达人 vs 高手

#### **8.17 Explore the significance of tradition in 名人名言 and 经典 and contemporary influences on language use**

- reading traditional form texts on familiar topics and inferring meanings of key characters
- comprehending texts in traditional characters encountered in daily contexts by making a connection with the character’s simplified version, for example 匾 in a tourist place

### **Role of language and culture**

#### **8.18 Explain how the benefits of communicative practices are influenced by engagement with different languages and cultures**

- exploring how known languages influence their communicative preferences, and whether the values of one culture are reflected when communicating in another, for example differences in the use and frequency of ‘thank you’ and ‘谢谢’
- exploring how cultural concepts of family and the importance of one’s sense of connection to others influence use of language
- exploring uses and meanings of word categories (such as colours, celebrations, animals) across languages and cultures, for example in Australia the assumption that a cake with candles must be a birthday cake; that colours can be used to reflect mood
- analyse culture-specific values in Chinese such as face, harmony, group identity and explore how these are applied in own language use
- recognise culture specific meanings associated with gestures and body language such as pointing, clasping two hands together

- exploring how geography, traditional faiths and beliefs are connected with language and lifestyle

## Years 7and 8 Achievement Standard

By the end of Year 8, students maintain exchanges to analyse and evaluate information, to share opinions ( 电视节目 , 纪录片 , 教育片 , 微电影 ) ( 报纸 , 杂志 , 网站 , 博客 , 少年百科 ) and experiences ( “我们为什么要保护熊猫?” “中国和澳大利亚的一些不同”“我最喜欢的假期”). They select and discern tone patterns and atonality in speech and differentiate between simplified and traditional script. ( 英语 , 数学 , 科学)

Students will interact and create a range of texts such as ( 流行歌曲演唱 ; 电视剧配音 ) showing an appreciation of different audiences and purposes. Sentences generally contain two or more ideas connected by cohesive devices (不但.....而且.....), using a range of time phrases (先.....然后 ; 以前 ; 吃了饭 , 就) to sequence events and ideas. They make comparisons (比;跟.....一样), and elaborate on and explain their opinions or actions using conjunctions (所以、要不然).

They use stylistic devices, including 比喻 , 排比 , 反问 and use 成语 to influence and persuade others.

They move between English and Chinese to interpret and translate for different audiences.

Students use Chinese to meet the needs of their social relationships across a range of situations using some common colloquial expressions and change of register for formal and informal situations. They use their bicultural identity to meet the needs of other background users of Chinese

By the end of Year 8, students explain how changes in tone and tone combination impact on meaning. They describe culturally specific gestures and action. They can explain the differences in writing systems across languages.

They connect the distinctive features of Chinese grammar with the development of complex ideas. They explain how the structure of texts influences audience response. They recognise diversity within the Chinese spoken and written language.

They explain how features of Chinese culture impact on communication practices and in their own interactions with others across languages.

## Years 9 and 10

### Band description

#### **The nature of the learner**

Students integrate elements of both their Chinese and Australian cultures into their understanding of the way people behave and use language. They explore the nature of their dual identities and bilingual capabilities. They look at identity as a concept and the nature of diversity in the sense of what it means to be Chinese.

#### **Chinese language learning and use**

Students are immersed in Chinese language, exploring and discussing topics related to their developing identity as Chinese-speaking Australians. They access information relating to popular culture and topical issues, learning to recognise diverse representations and perspectives, and exploring context and the values and beliefs of authors.

#### **Contexts of interaction**

Contexts for interaction extend beyond the classroom to include students' active engagement with the local community, exploring the use of Chinese in business, social and educational activities, and interacting with different generations of Chinese speakers. These contexts will provide students with the opportunity to explore the implications and modifications necessary to deepen their understanding of social distance.

#### **Texts and resources**

Students engage with language through a variety of text types and modes including visual and digital media, music, TV series, classical Chinese stories, documentaries, bilingual versions of classic and contemporary literature and their film adaptations.

#### **Features of Chinese language use**

Students elaborate their expressions, nominalise and add complexity to the expression of their ideas. They extend their register range in response to what they determine is appropriate and experiment with increasing sophistication in writing, through use of idiom and reference to classical literature. They learn to appreciate the forms and historical value of classical Chinese literature, and to appreciate how language changes over time.

#### **Level of support**

Correct Chinese language use continues to be modelled by the teacher to support students' Chinese oracy and literacy development. Glossaries, vocabulary lists, dictionaries and digital translation tools are used to support comprehension of an increasingly diverse and complex range of texts and interactions.

#### **The role of English**

Classroom interaction occurs in Chinese. English is used when required for comparison or to explore complex ideas related to language, culture and concepts from other learning areas.

## Content Descriptions and Elaborations

### Communicating

#### Socialising

10.1 *Recognise alternative positions, ideas and perspectives and modify responses accordingly with different participants in different situations (Key concepts: diversity, teenage; Key processes: discussing, deciding, taking action; key situations; forums, debates)*

- exploring concepts related to topical and contemporary issues including ethnicity and identity; social justice; environment; education and future pathways; technology; popular culture, through interaction with peers and other Chinese speakers, for example, 我听说现在的年轻人很喜欢看韩剧，是这样吗？你也喜欢看韩剧吗？
- inviting others to contribute to discussions and provide feedback on own ideas such as 你不觉得……吗？难道……？, and asking questions, acknowledging strengths in the arguments of others and providing evidence to contradict, challenge or rebut alternate views
- substantiating their position with examples from texts, quotes or statistical data and using 成语 or 谚语, for example “养不教，父之过”父母当然要对孩子的教育负责。
- collaborating to reach agreement by asserting, restating, conceding or negotiating in an appropriate manner, for example, 就算是说……; 尽管如此…… and recapping the main ideas discussed, suggesting a suitable compromise or solution and explaining the reasons behind the final suggestion

10.2 *Write recommendations for specified contexts and identify the changes in writing style necessary for different audiences and purposes and develop other reading strategies to support comprehension (key concepts: expectations, values, beliefs attitudes: Key processes: evaluating, exchanging, interpreting, negotiating: Key contexts: debates, colloquiums, forums, focus groups)*

- initiating activities involving participants of shared digital space from other cultures to raise awareness of youth health, for example, 作文大赛《谈谈健康饮食》and collaborating with peers to set up criteria for winners
- writing to peers in diverse locations through social media to inform them about social initiatives in Australia, such as “清扫澳洲日”, “地球小时”and inviting contributions of others to initiate similar events in their regions

#### Informing

10.3 *Evaluate interpretations of relevant social issues from diverse oral/aural sources and identify how rhythm and intonation change for audience, context and purpose in these sources*

- watching reports on news and current affairs programs to develop an overall view of events and discuss responses of individuals and groups to issues and events such as a threat to public health or safety, environmental pollution, rapid urbanisation, migrant workers.
- comparing interpretations of historical and political events by diverse sources to develop an informed perspective

- recognising various perspectives on issues influenced by regional, cultural and individual factors and appreciating validity of each perspective
- presenting opinions using strategies suited to audience/reader's expectations, such as 欲扬先抑 (to criticise before praising)

*10.4 Investigate events using different perspectives to contribute to local Chinese media, noting the use of traditional and simplified characters for different audiences and purposes*

- gather data from diverse sources on a contemporary or historical figure in a Chinese community to evaluate their impact on Chinese society past or present such as Mao Zedong, Deng Xiaoping, Jiang Jieshi, Confucius,
- accessing articles, history books, and newspapers to gain knowledge of the causes and potential outcomes of events and issues in contemporary societies
- interpreting implied meanings in texts, identifying important ideas and possible bias when judging the value of information
- evaluating the credibility of sources by analysing accuracy of evidence, references to other sources, and appropriate use of formal language
- identifying the implied values that influence a writer's representation of issues and topics, for example reporting on how the issue of 空巢老人 in China is influenced by the Chinese values of 'family being together' and 'filial piety'
- designing a research plan for learning tasks, such as 《人口增长》 and list in details about sources of information, data needed, questions to be asked and stating reasons for own decision making

## Creating

*10.5 Interpret and adapt representations of people and events encountered in contemporary and traditional Chinese performance (Key concepts: music, representation; key processes: interpreting, adapting; Key text types: traditional and contemporary imaginative texts)*

- describing common features of entertainment across diverse forms of media, for example describing what makes an engaging plot; the types of characters that attract certain viewers
- identifying and comparing major themes such as concepts of love, success and beauty portrayed in youth media across different languages and cultures
- comparing how concepts of humour, happiness and tragedy are conveyed in music, art and drama across languages and cultures
- collaborating with peers to create own dramatic or humorous representations of people and events encountered in traditional and contemporary Chinese literature, drama, or song
- planning with peers to perform for younger year levels to engage them with the imaginative world by Chinese selecting scripts for 儿童剧 or 情景剧
- creating plays responding to classical literature, such as 《草船借箭》, and consider how the personality of the character can be reflected in language

10.6 *Evaluate and express how values and beliefs are revealed in modified texts from classical and contemporary Chinese literature (key concepts: classical, contemporary, literature; key processes: evaluating, expressing; Key text types: modified imaginative Chinese texts and informative texts)*

- assuming the persona of a character from a film or story, reflecting on their experiences; writing letters to characters expressing their support
- identifying ways in which authors and directors arouse empathy in their readers and viewers
- Explaining concepts such as 侠，孝，义 portrayed in 小说 with examples of experiences in imagined scenario, such as 中国人很重视孝。孝就是对父母好，如果父母生病了，你要照顾他们
- writing narratives, poems and reflective journals about people, places and communities in the Chinese-speaking world, and responding to topical issues of their past and current community through imaginative writing such as 微小说、微电影

### **Translating**

10.7 *Compare and explain aspects of equivalence when transferring ideas from Chinese into English for different audiences (Key concepts: equivalence; Key processes: comparing, transferring, explaining)*

- identifying superfluous or language-specific information that impedes rather than supports understanding when moving between languages, for example 雷锋其人其事在中国几乎人人都知道。
- using suitable equivalents or providing new culturally-appropriate examples to explain concepts or ideas specific to another language or culture, for example explaining English terms 'chilling', 'hanging' in Chinese; expressing 百年树人 as 'Rome wasn't built in a day'
- noticing deliberate word choices (such as 人民、大众、居民、人们、老百姓) suited to a particular purpose or style
- identifying use of sarcasm, for example 哟，今天这么早来学校，太阳打西边出来了。 and how it is transferred across languages
- experimenting with 'word play' for a particular effect across languages, for example 谐音

10.8 *Evaluate the influence of variables/features of social distance, culture and context when interpreting both Chinese and English in different settings (Key concepts: audience, context, social distance, bilingual; Key processes: identifying, translating, interpreting)*

- experimenting with different options, rephrasing until the most suitable meaning is conveyed, for example translating 同学 as 'classmate' then changing it to 'student' or 'peer' as appropriate in the context (这是我的同学。and 同学们好。)

- analysing information presented in context and being aware that what is not said also matters (言外之意) for example ‘该来的人来了’ implying that those who turned up earlier are ‘不该来的人’
- developing a deep understand of the subtle meanings and uses of new words/phrases encountered by comparing the ways in which words, grammar and idioms are explained in different reference sources, for example how a 成语 is explained in English, compared to in a Chinese dictionary 成语字典 and on a 成语故事 website

## Reflecting

10.9 *Reflect on how conventions of speech and particular Chinese cultural concepts can influence communication style when using both English and Chinese (Key concept; face, public, private; key processes; adjusting, analysing)*

- engaging with participants from different cultural backgrounds with differentiated language, for example opening a speech in Chinese with 中国有一句俗语…… when in English they would open a speech with a joke
- describing appropriate ways to engage with others, for example being with a close friend in different social contexts: ‘I socialise with my friends who speak Chinese in ... ways, but I socialise with my friends who speak English in ... ways’

## Understanding

### Systems of language

10.10 *Explain the role features of prosody intonation and stress play in interactions in diverse settings*

- identifying ways in which rhythm, pace and voice projection impact on interpretation and effectiveness of messages conveyed
- experimenting with rhythm, intonation and stress when reading aloud, reciting texts or expressing emotion to others
- discussing differences in pronunciation of words and flow of language of different Chinese speakers, for example identifying features of ‘native like’ speech in L2 learners

10.11 *Develop strategies to identify simplified and traditional characters*

- examining component form and function to associate sound with new characters when reading aloud
- inferring the meaning of terminology in other subjects based on analysis of characters such as 螺旋桨; associating both meaning and sound of the components with the characters

10.12 *Apply knowledge of morphemes and process of word formation to convey subtle and precise meanings*

- inferring the meaning of unfamiliar words containing a familiar character morpheme
- applying understanding of word formation to identify the word best suited to the required context and use by comparing translations for words in a bilingual dictionary

- appreciating that the precise meanings of character morphemes are determined by context (for example 一封信 and 相信 ; 企图 and 地图)

#### 10.13 *Apply complex grammatical structures and features to achieve particular effects, and explore grammatical features of classical Chinese*

- comparing how ideas are ordered and substantiated across genres and languages, for example in Chinese essay writing the author's position is generally stated at the end, whereas in Australian academic writing it is stated at the beginning
- describing the purpose and features of genres that uniquely important in Chinese literature, and exploring its origin in classic literature, such as 小品文 , 散文

#### 10.14 *Develop skills in organising and using information for a particular purpose, for example in reports, data analysis, and objective reviews*

- comparing how statistical data (such as census, surveys) are collated and referred to in Chinese and English texts, including consideration of the levels of in-text referencing required across both languages
- analysing linguistic, stylistic and textual features of diverse samples of the same genre to compare the choices made by authors and the impact of these choices, for example comparing ‘这位老人已经七十多岁了，他每天要一上一下地打扫一千八百多级石阶，该是多么辛苦啊！’ and ‘这位老人年纪大了，要打扫很多石阶，这些石阶大概有一千八百多级，非常辛苦。’
- analysing the layout of magazines and online texts and the deliberate choices of image, font and words to enhance understanding of key ideas and author positioning
- examining the language of newspapers, identifying commonly encountered linguistic terms and considering the concise ways in which world events are reported in Chinese media
- using models of literary styles to create texts and present them in multiple ways, for example writing an article with 排比 to enhance the emotion and reading it aloud to peers considering the use of volume, stress, facial expression to reflect emotions

### **Language variation and change**

#### 10.15 *Explain how changes in gender, social class and age impact on language use in formal and informal contexts*

- exploring different degrees of formality involving diverse settings and participants
- viewing diverse blogs and comparing language use to hypothesise about the age and gender of the authors
- comparing informal interactions such as live interviews with studio discussions about a current issue on news and current affair programs
- considering the impact of using formal language in establishing one's authority or to display knowledge on a topic

- reading extracts of 古典小说 such as 《水浒传》 and noticing how the use of words differs from contemporary speech, for example 史进道：“小人大胆，敢问官人高姓大名？” 那人道：“酒家是经略府提辖，姓鲁，讳个达字。敢问阿哥，你姓什么？”
- converting speech language into formal register to suit particular purposes, and experimenting with terms such as 明文规定 and 众所周知

#### 10.16 *Explain the role of Chinese as an international language*

- debating the study of Modern Standard Chinese in foreign countries and its role in promoting a better understanding of China today
- exploring the prevalence of Chinese community schools and investigating preferences for study of spoken Mandarin (Mandarin) versus dialect in such places

#### 10.17 *Explore ways to use traditional characters to enhance their own communication*

- listing and quoting famous saying from traditional literature, such as famous lines from poems, to relate to readers who have similar reading experiences
- identify examples of 成语 in Chinese students' writing and discussing the effect and the examine errors made within the context, such as in sentence “我要休息一下，要不然有个三长两短就不好了。”

### **Role of language and culture**

#### 10.18 *Explain how individuals and groups can adapt their language use to clarify meaning*

- reflect on how attitudes or values they consider normal in one language may not feel or be viewed in the same way when discussed in a different language
- exploring what assumptions are inherent in one language and examining how they might talk differently about the same things in a different language
- exploring how concepts such as modesty, individual responsibility and respect for authority influence communication styles, and how they may be interpreted by English speakers as lack of confidence, engagement or initiative

### **Years 9 and 10 Achievement Standard**

By the end of Year 10, students sustain extended exchanges with others (那个，你知道的，就是，还有) and use Chinese to participate in shared activities (“我为什么学汉语”，“澳大利亚的多元文化”，“年轻人的兴趣”，“网络的好与坏”。(你难道不觉得如果...就...吗？你的意思是说...,如果是这样的话.....)。They apply knowledge of rhythm, pitch, intonation, voice projection moving between traditional and simplified characters appropriately for role, audience and purpose.

Students interact and create imaginative, persuasive and informative texts (自发采访，本地电视节目，访谈节目) and (偶像剧，娱乐节目，电影片断，音乐录影) that cover a range of generic formats making conscious choices for audience and purpose (澳大利亚土著人的艺术，我看移民热，现代女性的地位) (报刊杂志，百科全书，百度等搜索引擎)。

They process language independently when moving between English and Chinese showing sensitivity to cultural aspects. Students use Chinese to maintain social relationships and entertain others across a range of situations and contexts with a diversity of people using common colloquial expressions. They use their bilingual and bicultural capacity to detect and respond to subtle cultural meanings in interactions. Sentences include a range of structures to incorporate information and ideas into the message, including relative and attributive clauses, conditionality and indefinite pronouns. They compare information and ideas and explain or justify information and relate events using conjunctions. They apply a range of stylistic devices to engage and influence audiences (夸张, 幽默).

By the end of Year 10 students explain how the traditional and simplified forms of the Chinese writing system convey meaning and how ideographic cues can be used to extend meaning. They analyse the key features of Chinese grammar and features of sentence structure and compare language use across diverse contexts and modes. They explain how features of culture impact on communication practices across languages and apply this to their own interactions with others.

Revised Chinese – Background Language Learner Pathway - F-10 Scope and Sequence – November 2013

<b>Communicating</b> <i>Using language for communicative purposes in interpreting, creating and exchanging meaning</i>							
Sub-strand	Description	Thread	F - Year 2	Years 3 - 4	Years 5 - 6	Years 7 - 8	Years 9 - 10
SOCIALISING	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in shared activities through planning, negotiating, deciding, arranging and taking action.	Oral - Interacting	Interact with teachers and classmates to engage in class routines using word choice to show respect for others	Exchange thoughts and feelings about people and places with peers in structured and unstructured situations and use tones appropriate to speed, emphasis and syllable structure	Participate in multicultural group activities and events to share ideas about events, objects and learning Chinese, and apply knowledge of intonation, atonality and stress to enhance meaning	Interact orally with familiar groups and individuals to exchange ideas and feelings about planning shared social experiences and events and use this knowledge to arrange events	Recognise alternative positions, ideas and perspectives and modify responses accordingly with different participants in different situations
		Written - Interacting	Explore simple Chinese texts and locate characters that represent familiar words and sounds	Correspond with family and friends to share experiences and activities and select correct components to match the spoken sound and meaning	Correspond with Chinese speaking peers to exchange information and invitations in different situations and apply knowledge of character and word formation to improve this correspondence	Correspond with Chinese speaking peers and native speakers to compare opinions about common learning, social and cultural experiences and identify subtle differences between characters in their own and others' handwriting and noting the difference between traditional and simplified characters	Write recommendations for specified contexts and identify the changes in writing style necessary for different audiences and purposes and develop other reading strategies to support comprehension
INFORMING	Obtaining, processing, interpreting and conveying information through a range of oral,	Oral - Using information	Identify and share what is familiar and different about how details of people, places and events are communicated in different situations and identify the	Gather and organise information about countries, places and settings from familiar sources and make connections between the spoken sound and its Pinyin	Select and compare information about different lifestyles from a range of sources and transcribe key ideas in Pinyin with attention to spelling and tones	Collate and analyse information from oral/aural sources to develop a position on an issue, noticing differences in accent and use of tones from people of different	Evaluate interpretations of relevant social issues from diverse oral/aural sources and identify how rhythm and intonation change for audience, context and purpose in these

## Communicating

*Using language for communicative purposes in interpreting, creating and exchanging meaning*

Sub-strand	Description	Thread	F - Year 2	Years 3 - 4	Years 5 - 6	Years 7 - 8	Years 9 - 10
	written and multimodal texts.		adjustments in voice and rhythm for each situation	representation.		regions	sources
		Written - Using information	Identify and describe familiar people, objects and sequence events to peers and select appropriate characters and words from lists to convey this information	Locate and present significant points of cultural and social information for familiar audiences and consider punctuation and spacing conventions in reading and writing information	Select and represent information to share experiences and topics of interest to Chinese speaking peers, noting the impact of combining characters to form compounds, spacing, fonts and script type on own and others' writing	Categorise and present cross cultural experiences for an identified audience from a range of written sources, noting the use of traditional and simplified characters	Investigate events using different perspectives to contribute to local Chinese media, noting the use of traditional and simplified characters for different audiences and purposes
CREATING	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.	Imaginative experience	Participate in shared performance of children's stories, songs and rhymes and respond through rhythm, gesture and stress	Engage with spoken representations of Chinese folklore, fables and legends which convey cultural values and traditions noting how voice, culturally-specific action and gesture is used for emphasis and clarity	Compare and observe performances of culturally significant imaginative characters and experiences in Chinese traditions	Experiment with and analyse the similarities and differences in how aspects of performance in English and Chinese popular imaginative entertainment reveal important cultural values	Interpret and adapt representations of people and events encountered in contemporary and traditional Chinese performance
		Imaginative experience	Contribute to the shared production and enjoyment of children's stories through drawing, and applying knowledge of common character components	Describe storylines and characters in Chinese narratives and apply knowledge of how character components are combined to create simple narratives and character profiles	Identify how characters, and emotions are expressed in simple narratives and poems and use this knowledge to create imagined characters and events	Analyse how text structure and organisation of imaginative texts, including poems and folklore, shapes audiences' perceptions and attitudes	Evaluate and express how values and beliefs are revealed in modified texts from classical and contemporary Chinese literature

## Communicating

*Using language for communicative purposes in interpreting, creating and exchanging meaning*

Sub-strand	Description	Thread	F - Year 2	Years 3 - 4	Years 5 - 6	Years 7 - 8	Years 9 - 10
<b>TRANSLATING</b>	Moving between languages and cultures orally and in writing, evaluating and explaining how meaning works.	Responding to Chinese inputs	Explain the English meanings of Chinese words and phrases heard or seen in everyday social contexts	Identify and describe reasons for interpretations of English translations found in Chinese bilingual texts	Identify and account for the potential 'loss' of subtle meanings from character components and individual characters in compounds when translating into English	Identify and compare concepts that are not readily expressed in English for public and personal purposes	Compare and explain aspects of equivalence when transferring ideas from Chinese into English for different audiences
		Creating bilingual texts	Identify and compare the use of Chinese vowel and consonant sounds with English vowel and consonant sounds to spell and write words	Develop and compare strategies for building vocabulary, sentences and making sense of words in English and Chinese	Identify and explain the variations and impact of context when translating for Chinese and English audiences	Investigate and respond to the influence of different roles, relationships, settings and situations when interpreting both Chinese and English	Evaluate the influence of variables/features of social distance, culture and context when interpreting both Chinese and English in different settings
<b>REFLECTING</b>	Reflecting on intercultural language use and how language and culture shape identity.	Language choices	Recognise how their Chinese identity and personal relationships with others influence language choices	Reflect on the similarities and differences between learning Chinese and English	Observe and explain the advantages of learning Chinese and English in both Chinese and English interactions	Compare and contrast how linguistic and cultural influences impact on Chinese Australians of different generations and gender	Reflect on how conventions of speech and particular Chinese cultural concepts can influence communication style when using both English and Chinese

Understanding							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub-strand	Description	Thread	F - Year 2	Years 3 - 4	Years 5 - 6	Years 7 - 8	Years 9 - 10
Systems of language	Understanding the language system, including sound, writing, grammar and text.	Phonology	Recognise and describe pronunciation, the four tones, syllable and rhythm	Identify and explain tonal features of Chinese in own speech	Describe and explain impact of tone, stress and phrasing	Compare features of speech of speakers from diverse regions to standard Chinese	Explain the role features of prosody intonation and stress play in interactions in diverse settings
		Orthography	Recognise that characters are the written representation of their spoken Chinese	Identify the features of individual characters encountered, relating components and their positions to the meaning and sound of characters	Identify and explain forms and functions of components in individual characters and in related characters (i.e. 心, 想, 情, 闷)	Infer possible sounds and meanings of unfamiliar characters by identifying and explaining role, semantic and phonetic components	Develop strategies to identify simplified and traditional characters
		Morphology	Recognise the morphological nature of Chinese words encountered by identifying meanings of each syllable such as in xuéshēng, xuéxiào	Identify meanings of unfamiliar words by applying morphological awareness to suggest possible meanings of each syllable in context	Differentiate contextual meanings of individual syllables or characters to assist comprehension and vocabulary development	Use morphemes and the process of word formation to construct more complex meanings	Apply knowledge of morphemes and process of word formation to convey subtle and precise meanings
		Syntax	Recognise parts of speech and understand basic rules of word order in simple sentences	Develop ways to structure sentences in Chinese to elaborate own ideas	Enhance quality and clarity of expression by experimenting with and manipulating basic structures and features of Chinese grammar	Experiment with ways of organising and expressing complex ideas in Chinese	Apply complex grammatical structures and features to achieve particular effects, and explore grammatical features of classical Chinese

Understanding							
<i>Using language for communicative purposes in interpreting, creating and exchanging meaning</i>							
Sub-strand	Description	Thread	F - Year 2	Years 3 - 4	Years 5 - 6	Years 7 - 8	Years 9 - 10
		Text	Recognise features of various familiar text types in Chinese	Develop skills to communicate in different genres and explain similarities and differences between spoken texts and their written equivalents	Analyse and apply particular properties of personal texts, for example letters and digital presentations, and compare textual features of texts encountered across languages	Explore how differences in texts, including expositions, procedures and recounts, are organised and applied in own speech and writing	Develop skills in organising and using information for a particular purpose, for example in reports, data analysis, and objective reviews
Language variation and change	Understanding how the nature and function of language varies according to context, purpose, audience and mode, the dynamic nature of language; and varieties of language.	Changes in language use in context	Recognise diversity in expressions and gestures used in everyday social interaction across cultures	Explore alternative ways of expressing ideas and recognise how context influences expression	Differentiate features and apply rules for expressing meanings in spoken and written modes in diverse contexts	Modify language use to reflect different roles, relationships, settings and values in diverse contexts	Explain how changes in gender, social class and age impact on language use in formal and informal contexts
		Chinese and its variants	Recognise Chinese as a major community language in Australia and around the world	Explore diversity in dialects and contexts in which Chinese is used in Australian communities	Differentiate features of Chinese language use across the Sinophone world	Explore features of regional dialects and their contemporary use in diverse communities	Explain the role of Chinese as an international language
		Tradition and dynamism in language use	Observe how Chinese varies according to the audience, purpose, context and cultural background	Identify ways traditional values are expressed and the impact of English on everyday communication in Chinese	Identify and explain the role of language in the changes and continuities in cultural values and beliefs	Explore the significance of tradition in 名人名言 and 经典 and contemporary influences on language use	Explore ways to use traditional characters to enhance their own communication

## Understanding

*Using language for communicative purposes in interpreting, creating and exchanging meaning*

Sub-strand	Description	Thread	F - Year 2	Years 3 - 4	Years 5 - 6	Years 7 - 8	Years 9 - 10
<b>Role of language and culture</b>	Analysing and understanding how language and culture shape meaning.	Language choices	Recognise differences and similarities in communication across cultures	Explore how Chinese represents cultural meanings in specific ways, including language used in association with festivals and celebrations	Explore particular cultural meanings conveyed in everyday interactions across languages	Explain the benefits of communicative practices are influenced by engagement with different languages and cultures	Explain how individuals and groups can adapt their language use to clarify meaning

# Background Language Learner Pathway Years 7 to 10 (Year 7 Entry) Sequence

## Years 7 and 8

### Band description

#### The nature of the learners

Students understand how they use more than one language in their daily lives. They understand the differences between the Chinese and English oral and written language systems and begin to extend their knowledge of language structures and text.

#### Chinese language learning and use

Students are immersed in Chinese and begin to explore social issues, including environmental conservation and family structure. Students explore the world of Chinese language with a focus on extending their contexts and purposes of use and refining their skills in using language that is appropriate to purpose and audience.

#### Contexts of interaction

Students interact using Chinese in the classroom and school environment, family and the local community, exploring the place of Chinese-speaking communities and the relevance of the experiences of past communities to the modern world.

#### Text and resources

Students engage with language through visual media, poetry, drama, music, TV series and documentaries. They correspond with others by text message, email and through class-based social networking sites.

#### Features of Chinese language use

Written language use includes learning to read extracts from both Chinese and English literature and compare meanings. Students read non-fiction texts that are often glossed with Pinyin or supported with vocabulary lists. They learn to analyse new characters encountered in text with a focus on mapping these character forms to their known spoken language. Oral language use includes participating in discussions and presentations about topics of interest and life experiences in different contexts and cultures. They participate in activities that focus on pronunciation, tone and rhythm, learning to appreciate how their own language use compares to modern standard forms.

#### Level of support

Correct Chinese language use is modelled by the teacher to support students' Chinese oracy and literacy development. The teacher explores and enhances the students' understanding of the similarities and differences between Chinese and English and supports their development of Chinese literacy and oracy. Vocabulary lists and model texts support literacy development.

#### The role of English

Classroom interaction is predominantly conducted in Chinese with English being used to compare languages and explore complex ideas related to language, culture, learning and concepts from other learning areas.

## Content Descriptions and Elaborations

### Communicating

#### Socialising

8.1. *Interact orally with peers and familiar adults to negotiate choices and arrange everyday experiences and activities at home and in the local Chinese community [Key concepts: context, choice; Key processes: responding, transacting, exchanging]*

- engaging others in conversation and inviting responses on issues relevant to their lives such as traditional and modern lifestyles and values; language learning by asking questions such as 你知道澳大利亚的国宝是什么吗? (你觉得什么最好玩? ,
- participating in class and school debates, acknowledging other's opinions and presenting own with examples and personal experiences, for example, 虽然你说得很 有道理, 但是如果我们再想一想, 如果你也经历过..... 那么你会同意.....
- sustaining conversation by asking questions (你为什么.....), making statements and suggestions (你最好.....;别;可以;他让我.....), and hypothesising (如果.....就 ..... ) to clarify meanings and achieve common understandings
- using appropriate expressions in response to the ideas of others, for example interjections 啊、 嗟、 哎; expressions of agreement 对、 就是、 没错; disagreement 不会吧、 真的吗、 不行不可能
- collaborating to determine 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。

8.2. *Correspond with peers from other school and local communities to express personal opinions and feelings about shared activities and use these ideas to arrange future activities [Key concepts: leisure, education relationships; Key processes; writing, responding, corresponding]*

- using social media to maintain contact with classmates and record events in everyday life, by keeping a weekly or daily journal or blog, recording highlights of school or home life and leisure activity , such as 今天我的足球队又输了, 真没劲! Or a holiday experience such as 袋鼠岛游记,
- describing and elaborating on details of experiences in correspondence for others to enjoy , for example 这次暑假过得很愉快, 我们全家去了巴厘岛。在那儿, 我们天天 在海边, 有时候冲浪, 有时候散步。
- composing messages with appropriate format for text messages, emails, letters and using appropriate term to address recipient, for example: 敬爱的王老师(for a formal letter); 嘿, 小王, 最近好吗 (for a casual letter or message)

- responding to invitations to participate in personal celebrations, including accepting and declining in appropriate ways for example “谢谢你的邀请，祝你生日快乐。但是我星期日要……对不起，不能参加你的聚会。希望你玩得高兴。”
- creating posters, fliers to promote cultural events to the local Chinese community and community at large, such as 悉尼艺术节, XXX 音乐剧
- producing Chinese language versions of school promotional materials to assist the Chinese community engage with school activity, for example, school fete, principle’s tour, sister school visit, etc.

## Informing

### 8.3. Collate and classify facts and circumstances from multi modal sources to inform different audiences. [Key concept: discovery, information: Key processes; collating, analysing, reporting]

- accessing information from diverse sources, such as familiar adults, TV advertisements, podcasts, video or TV documentaries, to inform self and others on topical issues such as the impact of, attitudes towards or actions taken in relation to climate change across countries or communities
- comparing information presented in various sources, for example assessing information about China in tourism videos from China and Australia, discussing the differences of focus and why there are such differences
- making a list of possible resources before undertaking a research project and giving reasons for why these resources might be useful, developing note-taking skills when listening to and reading texts and organising notes using graphic organisers and other tools
- listen for structural cues, for example signposting and consider images, music and voice to enhance understanding of key ideas conveyed, for example, identify changes in tone of voice and pacing to interpret indications of potential danger or a sense of urgency
- experiment with different listening note-taking strategies, for example noting keywords in pinyin and recording numbers using Arabic numerals
- preparing and creating a video clip to share with peers overseas introducing aspects of local culture including interesting places, history, famous people, life style etc., such as 墨尔本的电车

### 8.4. Locate, and analyse key points of information from a range of sources for persuasive and informative purposes. [Key concepts: information, data, significance, legacy; Key processes: locating, analysing]

- reporting information from texts to explain aspects of lifestyle or culture in different communities, e.g. TV program guide in brochures, adverts or timetables containing texts and visuals

- presenting information on topics of interest drawn from the natural world, human history and endeavour, geography and the built environment using visual supports such as tables, charts, calendars and maps
- analysing what information is needed to research a topic and employing Chinese search engines to access diverse 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？
- summarising information, evaluating its relevance to the topic and the way it was presented, answering scaffolding questions such as ‘Who is the source of the information?’ ; ‘Why is this a valid source for this issue?’; ‘Was the information presented objectively? How can you tell?’
- applying knowledge of the world and their own experience to assist understanding of the meaning of texts, for example discussing topics studied in other learning areas and exploring related Chinese texts, for example understanding “黄山归来不看岳” by connecting knowledge or experience of visiting 黄山
- making connections between images and charts and the meaning of texts, identifying key words to locate information, for example in the chapter titles of a book

## Creating

8.5. *Analyse and use how text structure and organisation of imaginative texts including poems and 故事 shapes audiences’ perceptions and attitudes. [Key concepts: imagination, attitude, beliefs; Key processes: analysing, creating; Key text types: short imaginative and informative texts]*

- collaborating to prepare and present a short dramatic or humorous performance that reflect situations or experiences drawn from their own Chinese cultural environment, such as generational and cultural differences encountered at home
- designing songs or jingles to promote products, services or events in imaginative ways

8.6. *Adapt or retell experiences and characters from narratives across cultures for particular audiences and effects. [Key concepts: sequence, story, struggle, fear, joy; Key processes: experimenting, creating; Key text types: narrative, drama]*

- reading children’s literature including fables and traditional stories, and exploring values and morality tales such as the concept of 寓意 in 动画片，小人书 and comparing values and morals conveyed through texts across cultures, such as 凿壁偷光，塞翁失马（你能找到英语中类似的说法吗？你觉得这个故事的寓意在澳大利亚有意义吗？）
- reading extracts from significant children’s literature and discuss their personal responses to the characters and storyline and writing a personal reflection to relate the story to personal experience or express empathy with characters involved

- creating a personal response to people, places, events and experiences, for example writing a diary entry, as a character encountered in a traditional story, reflecting on choices made
- write short narratives to capture the experiences, thoughts and emotions of individuals in imagined contexts
- create own narratives to sequence events and elaborate on settings and characters imagined scenarios
- writing narratives to describe imagined experiences in diverse contexts using models to guide own creative responses such as imagining a visit to China and recounting a visit to a homestay family or an adventure on the great wall, or describing experiences when a Chinese student comes to stay in Australia
- creating stories in various literary styles such as 记叙文、散文、诗歌, describing thoughts and emotions by experimenting with descriptive language to capture the intensity of emotions and feelings of characters, and the excitement of events , using written styles of language, for example 我看到好多漂亮的花，有粉红的，雪白的，真是太美了。

## *Translating*

### *8.7. Identify and compare Chinese and Australian words and concepts that are not readily expressed in either Australian or Chinese contexts [Key concept: concept, public, personal; key processes: comparing, translating]*

- reading Chinese texts such as advertisements and signs including those that include some degree of English in translation and engage in class discussion about the merits of translations and alternative ways of representing the meanings expressed in the texts
- reading children's stories in bilingual form and reflect on the manner in which ideas in Chinese and English may or may not translate directly
- observe interactions between speakers of Chinese and attempt to describe the interaction in English, discussing personal interpretations of the meanings conveyed and the cultural messages implicit in their interaction , e.g. watching an interaction between a teacher and classmates in China and contrasting the patterns of interaction displayed with their own experience in Australia
- explaining culture specific concept such as humility 谦虚 to people from different cultural background with examples of when and how 谦虚 should be shown and how it is understood by participants of the communication, for example when accepting/denying appraisal
- identifying examples where it is useful to employ words or phrases not normally expressed in English, for example speaking about family members in English to a Chinese person and applying Chinese speech patterns, such as saying 'my brother's son' instead of 'my nephew' to convey the detail expected by Chinese speakers

- identifying differences in how meanings are conveyed by comparing texts in Chinese and English such as public announcements, TV advertisements, information brochures, public notices and signs

*8.8. Investigate and respond to the influence of different roles, relationships, settings and situations when interpreting both Chinese and English and apply this knowledge to creating translations of simple Chinese texts [Key concept: audience, context, bilingual; Key processes: identifying, translating, interpreting]*

- drawing on a range of language tools to develop vocabulary choices and support comprehension and communication of ideas, using print and digital dictionaries and translation tools to support mediation from one language to the other
- acting as interpreter for visitors of diverse backgrounds and communicating their message to speakers of other languages, applying strategies, including clarifying, rephrasing, explaining, when mediating cultural concepts
- 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
- appreciating the role of code-switching as a tool for mediating language and culture and applying it in their own communication

### **Reflecting**

*8.9. Recognise how their Chinese identity and personal relationships with others influence language choices. [Key concepts: belonging, place; Key processes; reflecting, observing, noticing]*

- identifying and discussing contexts and times in which their Chinese or Australian identity is more dominant. For example, attending a local event such as a football game or sharing a Chinese meal with friends and discussing dishes and food experiences.
- exploring situations/experiences in life where one of their linguistic identities is more dominant, for example being a student at secondary school and in Chinese school; son or daughter; sibling; friend; team member in sport
- comparing everyday life experiences and events within and across cultures, including concepts of community; building relationships; everyday routines; significant celebrations and associating these with own sense of affiliation with Chinese, Australian or other cultural groups.
- recognising one's own tendency to generalise or stereotype during interaction (such as 地域歧视) being sensitive to possible offence to others in interaction and considering questions to ask about the other person's cultural background
- participating in cultural events and reflecting on cultural similarities and differences and how cultural practices change in a different context, for example, 我们家不过中秋节，因为大家都觉得不太重要。母亲节有时候我们全家回去爷爷奶奶家一起吃饭。

- being aware of how own ideas may be perceived by others based on language choice including code-switching for example 我妈妈不喜欢我说汉语中间夹英语，但是我和朋友经常这样说，她也经常这样说。有的时候姥姥听不懂，我就会想想全用汉语怎么说。

## Understanding

### Systems of language

8.10. Explain the phonological and tonal features of Chinese including variations, tone, stress and phrasing in diverse settings. [Key concepts: romanisation, vowel, consonant, tone, rhythm]

- recognising the value of Pinyin romanisation to distinguish and analyse differences in spoken Chinese, to generate digital texts and to develop understanding of sound–symbol correspondences in characters
- identifying subtle differences in pronunciation in spoken Chinese including variations in regional accents, especially in speakers of other dialects, for example distinguishing between ‘qing’ and ‘qin’; ‘lou’ and ‘rou’; ‘liang’ and ‘lang’; ‘shi’ and ‘si’; ‘lan’ and ‘nan’
- developing tone discrimination and exploring the impact of tone choice, including tone sandhi on the meanings expressed in speech, for example ‘mǎi’ and ‘mài’, ‘bùqù’ and ‘búqù’

8.11. Identify features of individual characters and the forms and functions of components in individual characters and in related characters (i.e. 心,想,情,闷) and learning to relate components (部件) and sides (偏旁) to the meaning and sound of characters. [Key concepts: orthography, radicals]

- recognising subtle differences and the implications for sound and meaning when discriminating between characters of similar appearance, for example 我 and 找
- analysing the nature of components, their arrangement and function in a range of characters, for example fire and heart components add in character full and radical
- analysing common simple and compound characters 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
- recognising clues inherent in characters when attempting to map specific sounds and meanings onto correct character forms, for example exploring the reliability of semantic and phonetic functions of components and sides regularly encountered in characters containing common elements such as 请、精、猜; 认、忍、任; 忍、想、思

8.12. *Identify character morphemes and the process of word formation in constructing more complex meaning. [Key concepts: morpheme, two syllable preference]*

- categorising words containing a common morpheme to better understand the relationship between morphemes and specific word meanings, for example using dictionaries to explore the range of words created from a common character morpheme such as 情 and 性
- discriminating between the functions of morphemes with related meanings, for example 餐-饭; 玩-做; 做-作

8.13. *Explain fundamental features of the Chinese grammatical system in contrast to English, for example measure words, zero pronouns and the placement of time and place phrases. [Key concepts: syntax, language systems]*

- developing a metalanguage to talk about and compare features of grammar across languages
- comparing the impact of sequencing choices, for example 我不能按时交作业因为我感冒了 vs 我感冒了所以不能按时交作业 when explaining or justifying an action
- exploring the multiple uses of frequently encountered features of Chinese syntax such as particles 的 and 了
- exploring uses of cohesive devices such as 可是; 因为……所以……; 如果……就…… to sequence and order ideas and events ……的时候、以后、以前; 先……然后……; 完 and compare ideas 跟……一样/不同; 比 and simple connectives, for example 不但……而且……; 虽然……但是……)
- organising information in diverse ways and discussing the logical flow of the information, considering whether it suits the audience's expectation, for example comparing “目前陆地上的煤，石油等资源 由于长期开采，已经越来越少。” and “由于长期开采陆地上的资源，比如煤和石油，目前已经越来越少。”
- exploring metaphoric use and literal meaning in texts, for example 远远的街灯明了，像是闪着无数的明星
- analysing rhetorical devices in texts, including 比喻、夸张、排比, and identifying culturally specific features such as 日月如梭，难于上青天, and experimenting with rhetorical devices in own speech and writing

8.14. *Apply features of familiar genres, for example narratives and speeches, with a focus on information sequencing and organisation of ideas [Key concepts: genre, layout, audience]*

- comparing the textual features of narratives in Chinese and English to determine features which are distinctive to Chinese

- comparing the ways ideas are expressed 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, story, TV show
- recognising and applying features of diverse texts, for example comparing features of narrative, recount, report, procedure
- comparing the ways in which similar ideas and concepts are presented in diverse genres and discussing the impact of genre choice on text structure and language use for example in persuasive and evaluative texts) and demining how languages choices achieve the desired effect
- exploring the traditional structure of persuasive texts in Chinese , such as 总起-分述-总结, and discussing its effectiveness
- reading samples of formal texts such as news articles, official letters and informative reports, identifying how language use compares to their own everyday speech
- analysing and explaining the organisation and development of ideas or an argument in a range of genres, including textual features such as paragraphing

### **Language variation and change**

#### *8.15. Differentiate features and apply rules for expressing meanings in spoken and written modes in diverse contexts. [Key concepts: formality, authority, relationships, context]*

- exploring how word order rules can be altered in informal interactions, for example noticing that the time can be placed at the end of sentences in speaking but not in writing
- matching 成语 and 俗语 to appropriate contexts, for example 夕阳西下 is normally used in written language, while 猪八戒照镜子——里外不是人 tends to be used in spoken contexts
- analysing how language is used differently in public texts across diverse Chinese-speaking regions, for example the use of traditional vs simplified character forms in overseas Chinese newspapers; word choices and ways of reporting on controversial issues
- identifying variability in language used in diverse contexts, for example interacting in supermarkets; at the doctor's; when visiting a friend or relative
- recognising language reflecting diverse levels of formality, such as 爷爷 and 祖父, and using language to reflect formality appropriate to context, for example 累死了 and 非常疲惫

#### *8.16. Explore diversity in Chinese language use among local and global Chinese-speaking communities, and compare own linguistic background with others. [Key concepts: diversity, ecology, histories]*

- comparing their own language use to standard language and understanding how regional differences influence pronunciation of Putonghua

- identifying regional differences in word choice in Putonghua, understanding the nature of the simplification process and the relationship between 繁体字 and 简体字 , exploring situations in which they might be encountered

*8.17. Explore the role of language in passing on cultural values and beliefs to younger generations and identify changes in language use over time. [Key concepts: tradition, culture]*

- exploring the vast and continuing role of idiom (for example 成语 and 谚语 ) in contemporary text and everyday speech
- recognising the influences of other languages and cultures on Chinese language, for example drawing upon English to interact in Chinese; code-switching; interlanguage

*8.18. Discuss ways in which language choice indicates social positions such as class, gender and ethnicity, and inhibits or encourages others' involvement or sense of belonging. [Key concepts: shared language(s), contextual language, public and private knowledge, language choice]*

- exploring how language choice (for example regional Chinese, English, standard Chinese, youth slang) indicates membership of a group and can exclude others from the interaction
- identifying contexts where one's position as an insider or outsider is understood differently in interactions, for example the use of 老外 in Australia to refer to non-Chinese; the choice between 咱们 and 我们 to include or exclude participants
- experimenting with voice projection, pitch and rhythm when trying to assert own view or idea without disempowering or dismissing others, for example to increase a speaker's authority on an issue or topic as well as to reprimand, advise or motivate others

### **Role of language and culture**

*8.19. Explore particular cultural meanings conveyed in everyday interactions across languages and discuss how own communicative practices are influenced by engagement with different languages and cultures. [Key concepts: respect, family unit, relationships, intimacy]*

- exploring how known languages influence their communicative preferences, for example reflecting the values of one culture when communicating in another such as differences in the use and frequency of 'thank you' and 谢谢 and how this indicates distance between participants in interactions in Chinese
- exploring how cultural concepts of family and the importance of one's sense of connection to others influence use of language
- exploring origins of 成语 and 歇后语 encountered in texts such as 朝三暮四 , 姜太公钓鱼, and using fixed phrases to share or convey a cultural idea in own writing, for example 塞翁失马 , 笨鸟先飞

## Years 7 and 8 Achievement Standard

By the end of Years 7 & 8 students sustain exchanges in their social world using language functions such as 你叫什么名字？你多大了？你住在哪个城市？) ( 不对，我是说.....). and. ( 老师，我可以用电脑吗？ appropriately for different roles, relationships and situations ( 你的那个，那个 assignment 做完了吗？ ). They access and analyse relevant information ( 排版结构，表格，图标 ) from straightforward authentic sources including familiar script and use this information for a range of purposes. Students interpret, translate and create a range of spoken, written and multimodal Chinese texts for different audiences for imaginative, informative and persuasive purposes. Sentences generally contain two or more ideas connected by cohesive devices (devices (如果.....就.....), using a range of time phrases ( 然后；就 ) to sequence events and ideas. They make comparisons (比;跟.....一样), and provide reasons to explain their opinions or actions using conjunctions (因为、所以、因此).

By the end of Years 7 & 8 students explain the diversity in speaking and writing systems across languages and how these differences impact on their own understanding and writing style. They identify familiar characters in their simplified and traditional forms and explain the differences between dialects spoken in their family and Chinese. Their written literacy is still developing and they produce longer and more complex texts through the use of digital resources than in handwriting. They describe how the distinctive features of Chinese grammar and text features can be used to achieve effect and purpose. They describe aspects of their bilingual identities and explain how ideas are mediated across languages and cultures in their local communities. They express their own understandings of the Chinese cultural values which influence their own communicative practices.

## Years 9 and 10

### Band description

#### The nature of the learners

Students extend their knowledge of language structures and text organisation through reading and viewing authentic material and discussing how to apply new learning to their own communication. They explore the nature of their dual identities and bilingual capabilities.

#### Chinese language learning and use

Students are immersed in Chinese language, exploring issues related to youth culture and issues of educational and social relevance. They begin to make connections and comparisons with the experiences of other young Chinese-speakers and with other Australian cultures. They also consider their own place in Australia and the nature of the relationship between Australia and the Chinese-speaking world.

#### Contexts of interaction

Contexts for interaction extend beyond the school and home environments to include increased engagement with students' local communities, in particular with older generations.

#### Target language texts and resources

Students use a variety of texts including dictionaries and online translation tools, local print and digital media, abridged bilingual versions of classic and contemporary literature and their film and TV adaptations.

#### Features of Chinese language use

Students participate in discussions, debates and presentations about local and global issues and initiate inquiry into topics of interest. They extend their writing skills to include more informative and objective language and write in more formal genres, such as articles and reports. They develop their skills in analysing characters and recognising word and clause boundaries in extended text. Students explore the influence of English on their own communication in Chinese, both in pronunciation and linguistic structures, and the role of code-switching in their daily language use. They discuss how they can contribute to Australian society through maintaining their bilingualism and through establishing a more stable identity where they are interculturally and intraculturally aware.

#### Level of support

Correct Chinese language use continues to be modelled by the teacher to support students' Chinese oracy and literacy development. Glossaries, vocabulary lists, dictionaries and online translation tools are used to support comprehension.

#### The role of English

Classroom interaction occurs in Chinese. English is used when required for comparison or to explore complex ideas related to language, culture and concepts from other learning areas.

## Content Descriptions and Elaborations

### Communicating

#### Socialising

- 10.1. *Interact orally with peers and familiar groups to exchange points of view about planning social and cultural events for peer group [Key concepts: ritual, relationships, generations, values, identity, ancestry; Key processes; negotiating, participating]*
- exploring concepts related to topical and contemporary issues including ethnicity and identity; social justice; environment; education and future pathways; technology; popular culture, through interaction with peers and other Chinese speakers, for example, 我听说现在中国的年轻人很喜欢看韩剧，是这样吗？你也喜欢看韩剧吗？
  - inviting others to contribute to discussions and provide feedback on own ideas such as 你不觉得.....吗？难道.....?, and asking questions, acknowledging strengths in the arguments of others and providing evidence to contradict, challenge or rebut alternative views
  - substantiating their position with examples from texts, quotes or statistical data and using 成语 or 谚语, for example “养不教，父之过” 父母当然要对孩子的教育负责。
  - collaborating to reach agreement by asserting, restating, conceding or negotiating in an appropriate manner, for example, 就算是说.....; 尽管如此..... and recapping the main ideas discussed, suggesting a suitable compromise or solution and explaining the reasons behind the final suggestion
  - designing a campaign to promote a community organisation for example creating slogans such as “加入澳洲华人青年会，你会认识更多的朋友！” and persuade people to join in
  - asking open questions, inviting others to elaborate their ideas and restating to confirm understandings ( 请说一下您为什么决定.....？为了保护环境，你一般做什么？你已经说过.....；你说的是.....，对不对？ )
- 10.2. *Correspond with peers and familiar adults to exchange ideas about common social and cultural experiences and activities and use this knowledge to produce short written texts to persuade others to contribute to future events [Key concepts: community, emotion, multiplicity, participation, power]*
- using mobile technologies to maintain contact and share thoughts and experiences and plan activities with Chinese classmates
  - sharing experiences relating to school such as camps, excursions, class activities and leisure such as sporting competitions, television programs, family holidays with participants of online communities of Chinese speakers, such as via educational blogs, chat forums and emails

- responding to inquiry from others through correspondence and online communities , and describing life style of Australian youth in general with attention to what makes “Australia” unique, for example 澳大利亚有..... , 人们生活.....
- engaging with educational social media to document own experiences and achievements by posting a weekly journal or blog for others to read such as 本周 XX 俱乐部足球赛
- justifying or explaining reasons for a position or decision, balancing arguments and showing sensitivity to their audience, clarifying intentions and reaffirming goals to assist in decision making
- experimenting with ways of expressing ideas in more formal contexts, for example using objective rather than subjective language to recount events ( 袋鼠很多 compared with 我看到了很多袋鼠 )

## Informing

10.3. *Select and evaluate how perspectives and events are conveyed to different audiences by different people. [Key concepts: information, values, judgement, bias; Key processes: selecting]*

- watching reports on news and current affairs programs to develop an overall view of events and discuss responses of individuals and groups to issues and events such as a threat to public health or safety, environmental pollution, rapid urbanisation, migrant workers.
- identifying important ideas and Interpreting implied meanings in texts, recognising possible bias when judging the value of information
- using listening strategies appropriate to diverse purposes, including listening for specific information, listening for key ideas, listening for overall understanding, listening to retell others
- presenting a balanced view on contemporary issues, referring to evidence to support ideas and elaborating on own perspective on contemporary issues and topics identifying the positions of diverse speakers and comparing the explicit and implicit values and reasons that lead to the development of their own perspectives, for example how a western speaker of Chinese may look at an issue differently to a native Chinese speaker; different perspectives of a city resident vs a rural resident
- presenting opinions using strategies suited to audience/reader’s expectations, such as 欲扬先抑 (to criticise before praising)

10.4. *Classify and evaluate information from a range of multimodal sources to provide advice and guidance to diverse audiences. [Key concepts: information, advice media, sustainability; Key processes; classifying, evaluating, advising, guiding]*

- accessing a range of sources such as online debates in public forums and identifying factors that potentially cause bias on an issue, for example era, generational

differences, cultural factors, individual personalities “有人认为愚公很傻，尤其是生活在现代的人”

- engaging with diverse representations of ideas and comparing perspectives and developing an informed position on issues relevant to their lives, for example 在中国有人说移民澳洲好，因为生活轻松；也有人说移民澳洲不好，因为没有熟悉的家人朋友。我觉得…… 因为……
- relating information on a specific issue by discussing perspectives and comparing experiences and opinions on issues such as 独生子女政策, noting how some people focus on positive effects on society and some people focus on personal experiences of being a 独生子女
- Collaborating to produce multimedia displays to share with readers overseas to provide a local insight into issues such as the experience of international students in Australia, and highlighting the features that might relate to overseas readers
- Collating information from personal research and writing reports on issues relevant to youth across cultures such as pressure to follow fashions and trends, bullying and inspirational people etc.

## Creating

10.5. *Evaluate and express opinions about how values and beliefs are revealed in modified texts from classical and contemporary Chinese literature [Key concepts: classical, contemporary, literature; Key processes: evaluating, expressing; Key text types: modified imaginative Chinese texts and informative texts]*

- planning with peers to perform for younger year levels to engage them with the imaginative world by Chinese selecting scripts for 儿童剧 or 情景剧
- creating plays responding to classical literature, such as 《草船借箭》，and consider how the personality of the character can be reflected in language
- creating own dramatic or humorous representations of people and events encountered in traditional and contemporary Chinese literature, drama, or song

10.6. *Experiment with the ways that metaphor, humour, drama from across cultures can be adapted in literary texts for particular audiences including poems and 故事 [Key concepts: fact and fiction, challenge, morality, human experience; Key processes: adapting, creating, imagining; Key text types: poetry, narrative, drama]*

- responding to literary texts such as 《某某后传》 through own creative writing, reflecting the literary styles and methods identified in such texts
- keep a journal to reflect on emotions and experiences of individuals encountered in texts

- reading a range of imaginative texts from other cultures and keeping a reading journal 读书笔记 to record understanding and own response and participating in sharing and talking in class about texts such as 《小王子》, 《安徒生童话选》
- exploring representations of contemporary novels and writings of young bloggers sharing the joys and challenges of being a young Chinese person
- sharing own responses to representations of individuals and groups in stories, poems and art, for example considering differences in gender, ethnicity, age
- comparing portrayals of diverse social groups in media, for example how urban and rural communities and residents are portrayed in traditional and contemporary texts
- writing own narrative accounts of the life experiences of major historical figures or characters from literature such as 诸葛亮, 孔子和他的学生
- engaging and entertaining the audience through the use of humour, irony, metaphor etc and embellishing ideas, for example 猜猜我昨天干了什么? as opposed to 昨天我.....; setting the scene and finishing with a big ending or result

## Translating

10.7. *Identify similarities between Chinese and English syntax and vocabulary and explain how these similarities can be used when transferring ideas from Chinese into English [Key concepts: equivalence; Key processes: comparing, transferring, explaining]*

- comparing alternative ways of translating to identify 'normality' in one's linguistic and cultural context, for example using the term 软饮料 (instead of 无酒精饮料) assumes the reader/audience has a level of connection to English to understand meaning of 软
- comparing 褒义词, 贬义词 and 中性词 and the contexts they are used in, for example the differences between 聪明 and 滑头
- identifying words used with specific assumptions, for example gender (英俊 is used to describe males); significance (会见 vs 见面); formality (光临 vs 来到)
- considering ways to convey culture specific terms such as 中药和食疗 and how this is best reflected in English language, such as how to explain 上火, 大补 etc, and how to understand using 熊胆, 龟甲 as ingredients for medical treatment
- viewing documentaries on historical events and figures and determining the English equivalents for key terms (e.g. 运动 to indicate '(political) movement' rather than its more familiar meaning 'sport')
- examining texts on related topics in English and Chinese and comparing the ways in which ideas are expressed across cultures

10.8. *Evaluate the influence of the features of social distance, and context when interpreting both Chinese and English and apply this knowledge to translating simple Chinese texts for identified audiences [Key concepts: audience, context, social distance, bilingual: Key processes: identifying, translating, interpreting]*

- observing others involved in interpreting meanings in bilingual contexts and identifying challenges and potential issues in mediation
- expanding their own linguistic repertoire, considering the available choices and making decisions on how best to transfer unfamiliar ideas, considering alternative ways of translating ideas and their own choices and preferences, when moving between languages
- identifying challenges and potential issues in mediation when observing others involved in interpreting meanings in bilingual contexts
- experimenting with translations of extended texts, using a range of print and digital dictionaries and translation tools

### **Reflecting**

10.9. *Reflect on how conventions of speech and particular Chinese cultural concepts can influence communication style when using both English and Chinese [Key concept; face, public, private; Key processes; adjusting, analysing]*

- identifying diverse ways their Chinese identity is played out in local communities, for example through membership of community associations and interest groups and relating experiences in which their Chinese identities are central to their self-expression
- exploring the ways their Chinese identity influences the different roles they play in life, for example as a student at secondary school and in Chinese school; son or daughter; an older or younger sibling; friend; team member in a sport and reflecting on times when linguistic and cultural aspects of their identity are questioned and challenged
- reflecting on own cultural values and evaluate how these intersect with mainstream values when interacting in both Chinese and Australian contexts
- noticing and discussing times when they are grouped under the label 'Chinese' or 'Asian' and times when they are viewed as 'Australian' or as 'Chinese-Australian', for example asking 'When I speak Chinese to native speakers how do they perceive me? How do my friends refer to me? How do I feel about this?'
- recognising the language choices they make that influence how their identities as individuals and Australians are perceived by others, for example feeling more Chinese with Chinese, less Chinese when on their own or with others
- engaging with participants from different cultural backgrounds with differentiated language, for example opening a speech in Chinese with 中国有一句俗语..... when in English they would open a speech with some humour

## Understanding

### Systems of language

10.10. *Compare features of speech of speakers from diverse regions to standard Chinese and explain the role of prosody intonation and stress [Key concepts: syllables and stress, atonality, pitch, pace]*

- 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 ‘lang’; ‘shi’ and ‘si’; ‘lan’ and ‘nan’ when listening to interactions with speakers in diverse contexts
- comparing the ways in which they pronounce and use spoken Chinese with peers and other Chinese speakers, determining the influences on their own language use, for example from TV, parents
- exploring additional layers of spoken Chinese beyond tones and syllables, for example experimenting with rhythm, pace, tone, stress and other paralinguistic cues and developing strategies to address aspects of their own spoken Chinese that may impede effective communication with others

10.11. *Explain the principles of character form and function, including knowledge of semantic and phonetic radicals, to associate sound and meaning with new characters encountered in texts [Key concepts: orthography, form and function, phonetics, semantics]*

- using character and component knowledge to infer potential sound and meaning of new characters encountered in text and examining component form and function to associate the correct sound and meaning to individual characters
- examining component form and function to associate sound with new characters when reading aloud
- inferring the meaning of terminology in other subjects based on analysis of characters such as 螺旋桨; associating both meaning and sound of the components with the characters
- using knowledge of components to select a character from options when inputting Chinese into a digital text

10.12. *Explain how morphology works to identify and convey subtle and precise meanings in communication [Key concepts: morphology, compound words, context]*

- inferring the meaning of unfamiliar words containing a familiar character morpheme
- applying understanding of word formation to identify the word most appropriate to the required context and use by comparing translations for words in a bilingual dictionary
- appreciating that the precise meanings of character morphemes are determined by context, for example 一封信 and 相信 ; 企图 and 地图)

10.13. *Organise and express complex ideas in Chinese, for example analysing and comparing active and passive sentence constructions [Key concepts: syntax, purpose, context, impact]*

- organising information in diverse ways, discussing the logical flow of the information and whether that suits the audience's reading expectation, for example, comparing “目前陆地上的煤，石油等资源由于长期开采，已经越来越少。” and “由于长期开采陆地上的资源，比如煤和石油，目前已经越来越少。”
- analysing the subtle differences between expressions with similar meanings conveyed using for example: 除了...也 and 除了...都 and 虽然 and 尽管
- becoming aware of 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
- employing more complex syntactical features to enhance their own meanings, building upon current knowledge, for example making comparisons, expressing sequence, expressing cause and effect
- using particular discourse features to extend and elaborate their own message, for example 除此之外、尽管这样、同样

10.14. *Explain textual features of formal genres and apply these to their own speech and writing [Key concepts: formal and informal language, spoken and written language, tone and register]*

- analysing features of texts in formal domains, for example in articles: including titles, placement of author, organisation into introduction, body and conclusion; in formal letters: making a comparison with aspects of personal letters such as salutations, politeness
- comparing how statistical data (such as census, surveys) are collated and referred to in Chinese and English texts, including consideration of the levels of in-text referencing required across both languages
- analysing linguistic, stylistic and textual features of diverse samples of the same genre to compare the choices made by authors and the impact of these choices, for example comparing ‘这位老人已经七十多岁了，他每天要一上一下地打扫一千八百多级石阶，该是多么辛苦啊！’ and ‘这位老人年纪大了，要打扫很多石阶，这些石阶大概有一千八百多级，非常辛苦。’
- analysing stylistic/literary devices used in knowledge-based texts, for example technical terms and concise formulaic expressions used in newspaper articles
- appreciating and applying literary devices used, for example direct and indirect historical and cultural references; features of intertextuality such as classical allusions, 歇后语

- analysing the layout of magazines and online texts and the deliberate choices of image, font and words to enhance understanding of key ideas and author positioning
- examining the language of newspapers, identifying commonly encountered linguistic terms and considering the concise ways in which world events are reported in Chinese media

### *Language variation and change*

10.15. *Modify language use to reflect different roles, relationships, settings and values in diverse contexts and explain how changes in gender, social class and age impact on language use in formal and informal contexts [Key concepts: relationships, age, respect, generation, formality, context]*

- observing interactions and identifying examples of how language is adapted as the roles and positions of participants are established, for example moving to more formal language once one participant is identified as a person of authority
- reading texts such as 《人民日报》, and summarising words and phrases used to enhance the role of authority, objectivity and the particular purpose, such as how to name students with different achievements “尖子生”, “中间生”, “临界生” “优秀学生”, “普通学生”, “落后的有潜力学生” in a report on school education
- discussing the transferability of expressions and words across different settings, for example following the debate on the use of internet language in education and public media
- comparing same meaning expressed in oral and written forms and discussing the reasons causing the difference including the interactivity and authority, for example in speech “你不可以进去。” and on a sign “闲人免进”

10.16. *Explore dynamic trends in the use of Chinese, dialects and regional languages across the Chinese speaking world [Key concepts: dynamism, power, impact]*

- researching the study of Modern Standard Chinese in foreign countries and its role in promoting a better understanding of China today
- exploring the prevalence of Chinese community schools and investigating preferences for study of spoken Putonghua (Mandarin) versus dialect in such places
- researching the nature and use of regional dialects of language and recognising their role in communities globally such as Shanghaies, Cantonese, Hokkien, or variations in spoken English, for example Chinese English
- recognising the origins of speakers of Chinese through analysis of linguistic features, for example word choice and pronunciation
- understanding principles of character simplification to identify meanings of unfamiliar characters/words when reading texts in alternative forms; recognising features of characters in traditional forms

10.17. *Explore the significance of tradition in 名人名言 and 典故 and explore contemporary influences on language use [Key concepts: globalisation, power, cultural heritage]*

- reading traditional form texts on familiar topics and inferring meanings of key characters
- comprehending texts in traditional characters encountered in daily contexts by making a connection with the character's simplified version, for example 匾 in a tourist place
- discussing the influences on their own Chinese, for example from TV, family, Chinese school, and how their language use compares to that of their parents and other Chinese speakers
- analysing how new words and concepts are developed and incorporated into daily use, for example in contemporary media such as TV dramas, music, film
- exploring samples of classical texts such as 《论语》 and recognising the impact of classical Chinese on contemporary written language, for example the use of 岂, 于
- listing and quoting famous saying from traditional literature, such as famous lines from poems, to relate to readers who have similar reading experiences
- identify examples of 成语 in Chinese students' writing and discussing the effect and the examine errors made within the context, such as in sentence “我要休息一下, 要不然有个三长两短就不好了。”

10.18. *Examine how bilingualism creates opportunities to connect with diverse peoples and engage with the global world [Key concepts: impact, power, influence, intercultural understanding]*

- analysing the increasing engagement of the world with the Chinese language and the motivations and goals of Chinese learners
- considering ways in which being a bilingual speaker of Chinese and English could impact on and enhance future career and life
- examining how language is used to marginalise groups in society, for example how labels are used to simplify identification of groups as well as influencing how such groups are perceived by others: 蚁族、80后/90后
- exploring texts (for example from Japan, USA, Australia) to identify how China views the world and how the world interprets China
- considering own perceptions of the Chinese-speaking world and identifying the influences of their perceptions, for example trips to China when younger; stories from grandparents

## Role of language and culture

10.19. Explain how languages shape the communicative practices of individuals and groups and identify ways to enhance understanding across cultures [Key concepts: gender, tradition, power]

- reflect on how attitudes or values they consider normal in one language may not feel or be viewed in the same way when discussed in a different language
- exploring examples of language that distinguish between Chinese and Australian culture and which defines ones own Chinese and Australian identity
- exploring how concepts such as modesty, individual responsibility and respect for authority influence communication styles, and how they may be interpreted by English speakers as lack of confidence, engagement or initiative
- exploring what assumptions are inherent in one language and examining how they might talk differently about the same things in a different language for example analysing the different terms used to indicate 'getting married' for women (嫁出去) and men (娶妻) and the gender neutral 结婚

## Years 9 and 10 Achievement Standard

By the end of Years 9 & 10 students maintain exchanges in their social world and the Chinese speaking community 我的学校生活, 澳大利亚的运动, 我最喜欢的春节活动 using language functions such as (你真的认为.....吗? 请想一想.....).and adapting language use for diverse contexts and roles. They identify and evaluate significant information from diverse spoken, written and multimodal authentic sources and use this information to develop a position and inform and convince others. Students interpret, interact with and create a range of spoken, written and multimodal Chinese texts for diverse audiences for imaginative, informative and persuasive purposes. Sentences include a range of structures, including formal expressions to connect ideas within texts (for example 除此之外, 尽管这样, 因此, 无论..... 都.....). They also use relative and attributive clauses, conditionality and indefinite pronouns. They compare information and ideas and explain or justify information (有人说..... 还有人认为..... 所以.....而且..... 因此.....). They apply knowledge of metaphor and 成语 in their own writing.

By the end of Years 9 & 10 students map characters against familiar sounds and apply their knowledge of character form and function to predict meanings and sounds of unfamiliar characters. They explain the diversity within the Chinese spoken and written language, comparing simplified and traditional character forms and describing how Chinese is used in their own communities and globally. They independently use digital resources to communicate with others and utilise online and print dictionaries to assist in reading Chinese texts. They explain how the purpose and use of stylistic devices, textual features and language features changes across contexts, genres and traditions. Students explain the cultural assumptions which influence participants' responses and identify ways in which understanding between participants could be enhanced. They express understanding of the role both Chinese and Australian cultures play in their own communicative practices.

Revised Chinese - Background Language Learner Pathway - 7-10 (Year 7 Entry) Scope and Sequence – November 2013

Communicating				
<i>Using language for communicative purposes in interpreting, creating and exchanging meaning</i>				
Sub-strand	Description	Thread	Years 7 and 8	Years 9 and 10
SOCIALISING	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in shared activities through planning, negotiating, deciding, arranging and taking action.	Oral Interaction	Interact orally with peers and familiar adults to negotiate choices and arrange everyday experiences and activities at home and in the local Chinese community	Interact orally with peers and familiar groups to exchange points of view about planning social and cultural events for peer group
		Written Interaction	Correspond with peers from other school and local communities to express personal opinions and feelings about shared activities and use these ideas to arrange future activities	Correspond with peers and familiar adults to exchange ideas about common social and cultural experiences and activities and use this knowledge to produce short written texts to persuade others to contribute to future events
INFORMING	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts.	Obtaining and processing	Collate and classify facts and points of view from multi modal sources to inform different audiences.	Select and evaluate how perspectives and events are conveyed to different audiences by different people
		Conveying	Locate, and analyse key points of information from a range of sources for persuasive and informative purposes	Classify and evaluate information from a range of multimodal sources to provide advice and guidance to diverse audiences
CREATING	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.	Responding to the imaginative experience	Analyse and use how text structure and organisation of imaginative texts including poems and 故事 shapes audiences' perceptions and attitudes.	Evaluate and express opinions about how values and beliefs are revealed in modified texts from classical and contemporary Chinese literature.
		Creating imaginative texts	Adapt or retell experiences and characters from narratives across cultures for particular audiences and effects	Experiment with the ways that metaphor, humour, drama from across cultures can be adapted in literary texts for particular audiences including poems and 故事

## Communicating

*Using language for communicative purposes in interpreting, creating and exchanging meaning*

Sub-strand	Description	Thread	Years 7 and 8	Years 9 and 10
<b>TRANSLATING</b>	Moving between languages and cultures orally and in writing, evaluating and explaining how meaning works.	Responding to Chinese inputs	Identify and compare Chinese and Australian words and concepts that are not readily expressed in either Australian or Chinese contexts	Identify similarities between Chinese and English syntax and vocabulary and explain how these similarities can be used when transferring ideas from Chinese into English
		Creating Chinese texts	Investigate the influence of different settings and situations when interpreting both Chinese and English and apply this knowledge to creating translations of simple Chinese texts	Evaluate the influence of the features of social distance, and context when interpreting both Chinese and English and apply this knowledge to translating simple Chinese texts for identified audiences
<b>REFLECTING</b>	Reflecting on intercultural language use and how language and culture shape identity.	Language choices	Recognise how their Chinese identity and personal relationships with others influence language choices	Reflect on how conventions of speech and particular Chinese cultural concepts can influence communication style when using both English and Chinese

## Understanding

*Using language for communicative purposes in interpreting, creating and exchanging meaning*

Sub-strand	Description	Thread	Years 7 and 8	Years 9 and 10
<b>Systems of language</b>	Understanding the language system, including sound, writing, grammar and text.	Phonology	Explain the phonological and the tonal features of Chinese including variations tone, stress and phrasing in diverse settings	Compare features of speech of speakers from diverse regions to standard Chinese and explain the role of prosody intonation and stress
		Orthography	Identify features of individual characters and the forms and functions of components in individual characters and in related characters (i.e.心,想,情,闷) and learning to relate components (部件) and sides (偏旁) to the meaning and sound of characters	Explain the principles of character form and function, including knowledge of semantic and phonetic components, to associate sound and meaning with new characters encountered in texts
		Morphology	Identify character morphemes and the process of word formation in constructing more complex meaning	Explain how morphology works to identify and convey subtle and precise meanings in communication
		Syntax	Explain fundamental features of the Chinese grammatical system in contrast to English, for example measure words, zero pronouns and placement of time and place phrases	Organise and express complex ideas in Chinese, for example analysing and comparing active and passive sentence constructions
		Text	Apply features of familiar genres, for example narratives and speeches, with a focus on information sequencing and organisation of ideas	Explain textual features of formal genres and apply these to their own speech and writing
<b>Language variation and change</b>	Understanding how the nature and function of language varies according to context, purpose, audience and mode, the dynamic nature of language; and varieties of language.	Changes in language use in context	Differentiate features and apply rules for expressing meanings in spoken and written modes in diverse contexts	Modify language use to reflect different roles, relationships, settings and values in diverse contexts and explain how changes in gender, social class and age impact on language use in formal and informal contexts

## Understanding

*Using language for communicative purposes in interpreting, creating and exchanging meaning*

Sub-strand	Description	Thread	Years 7 and 8	Years 9 and 10
		Chinese and its variants	Explore diversity in Chinese language use among local and global Chinese-speaking communities, and compare own linguistic background with others	Explore dynamic trends in the use of Chinese, dialects and regional languages across the Chinese speaking world
		Tradition and dynamism in language use	Explore the role of language in passing on cultural values and beliefs to younger generations and identify changes in language use over time	Explore the significance of tradition in 名人名言 and 经典 and contemporary influences on language use
		Power of language	Discuss ways in which language choice indicates social positions such as class, gender and ethnicity, and inhibits or encourages others' involvement or sense of belonging	Examine how bilingualism creates opportunities to connect with diverse peoples and engage with the global world
<b>Role of language and culture</b>	Analysing and understanding how language and culture shape meaning.	Language choices	Explore particular cultural meanings conveyed in everyday interactions across languages and discuss how own communicative practices are influenced by engagement with different languages and cultures	Explain how languages shape the communicative practices of individuals and groups and identify ways to enhance understanding across cultures

# First Language Learner Pathway

## Years 7 to 10 (Year 7 Entry) Sequence

### Years 7 and 8

#### Band description

##### **The nature of the learner**

Students whose first language is Chinese learn about being Chinese in Australia and begin to develop their bilingual and bicultural identities as they learn to live and interact with the Australian community.

##### **Chinese language learning and use**

Students are immersed in Chinese, with the teacher talking in Chinese to instruct, explain and interact with students. They speak and write in Chinese to express their own interests and describe and discuss their life experiences in diverse contexts. They learn to present factual informative texts drawing on research, showing balance and reasoning in expressing their position.

##### **Contexts of interaction**

Students will use language in a range of contexts across family, community and social situations to learn to nuance their communication to audience and purpose.

##### **Texts and resources**

Chinese texts written in both simplified and traditional characters are used to access information on a range of subjects which supports their learning in other areas. They engage with contemporary culture through film, music and youth magazines and literature using online and digital resources.

##### **Features of Chinese language use**

Students use Chinese to write and speak with imagination to engage or persuade peers, justifying their perspectives by drawing on ideas or experiences of others. They engage with traditional and contemporary Chinese literature to enhance their appreciation of literary styles and their own ability to write in more expressive and creative ways while developing accuracy in their use of simplified and traditional characters.

##### **Level of support**

First language learners often have limited experience of Pinyin but may use other romanisation systems. The transcription of Pinyin and characters from the sounds that they hear is an important aspect of support needed for these students.

##### **The role of English**

Chinese is the language of classroom instruction and interaction. Students will make comparisons between Chinese and English as they develop their literacy and oracy skills in both languages.

## Content descriptions and elaborations

### Communicating

#### Socialising

8.1 *Exchange of points of view and preferences with peers about new social and cultural experiences, making choices in language features such as tone, vocabulary, phrasing and sentence structure to influence others [Key concepts: community, environment, culture shock; Key processes: comparing, exchanging; Key situations: activism, conversation, multicultural]*

- sharing experiences and comparing how their own cultural practices are maintained or adapted in their new living environment, for example, 来到澳洲以后，我开始对土著人的艺术感兴趣了。
- identifying and challenging stereotypes about Chinese and Australian culture
- discussing concepts of friendship across cultural environments, describing own sources of social support within their local community, 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。
- using appropriate strategies to maintain communication, for example explaining concepts and ideas when other participants are not familiar with the topic of conversation, for example, 我很喜欢吃榴莲，榴莲就是那种有点臭，身上长很多刺的水
- listen to a conversation about a new song, dance style or pop culture phenomenon, and identify the points being made, explaining the tone and manner of presentation.

8.2 *Plan and arrange multicultural projects and events with peers that would benefit their school and local community [Key concepts: politeness, respect, compromise]*

- enquiring into Chinese cultural activities available for young people (e.g. lion dance troupe, folk dance troupe), discussing details about the nature of the activity and the level of commitment involved
- indicating agreement and disagreement in polite ways and expressing gratitude for time and services provided for example 太麻烦你了；这次多亏了你的帮助；这个不是太合适吧，我还想再看看，谢谢！
- identifying and sharing popular aspects of Australian ways of life related to music, popular culture, climate, landscape and recreational activities, to plan and celebrate through local community events
- reflecting on the challenges of addressing cultural assumptions and stereotyping when discussing aspects of life in Australia 有的澳大利亚人会说中国人都怎么怎么样，难道一个中国人做的事情就代表了所有的中国人么？
- introducing others to diversity within Chinese language and culture such as diversity in language use and cultural practices across greater China, urban and rural life and regional cuisines through participation in school cultural events or creating texts for others, such as creating a poster for second language learners of Chinese

- collaborating with others to organise a cultural day to appreciate linguistic and cultural diversity within the school community, using social media to plan the event and to encourage the participation of others

## Informing

### 8.3 Interpret the stated and implied meanings in authentic information texts, and use evidence to support or challenge different perspectives [Key concepts: citizenship]

- comparing a range of ideas on topics such as different generations perspectives about the importance of traditional festivals, lifestyles of rural and urban communities, and the traditions and values of 少数民族
- comparing what people say about rules and regulations with how they follow such rules and regulations
- discussing the purpose of a range of multimedia sources and how the information is organised for different topics
- discussing and explaining own response to perspectives presented 有人说.....还有人说.....我认为他们站在不同的角度当然看问题不完全一样。我觉得..... 因为.....

### 8.4 Use and analyse a range of sources written in simplified and traditional script to identify relevant information and use this information to create purposeful public information texts [Key concepts: public knowledge, valued knowledge; Key processes: analysing, conveying; Key text types: informational, persuasive]

- accessing diverse sources such as blogs and social media, newspaper articles, websites and educational texts and discussing the relevance and credibility of information, for example comparing information presented in blogs with newspaper articles
- recognising multiple perspectives on issues and identifying the influences on sources or positions (such as country, religion, gender, ethnicity) to determine the perspective or credibility of sources
- evaluating how different sources use language for a particular impact on audiences, for example considering how values and personal views are implied in an author's word choices: 屡败屡战 emphasis on the determination to overcome a failure 屡战屡败; emphasis on the facts of many instances of failure
- accessing information related to understanding their own experiences as overseas Chinese by searching digital media in both Australian and overseas media, such as 百度百科, 雅虎等网站 to present to new students arriving at their school
- accessing and organising information on educational and social topics through techniques such as paraphrasing, summarising, quoting, and expressing own perspective on the information obtained, for example 有些人认为....., 另一些人则认为....., 综上所述.....

## Creating

8.5 Compare how contemporary Chinese media and literature represent the notion of 'being Chinese', or 'being other' and use this knowledge to present a point of view for an identified audience [Key concepts: culture, identity, representations; Key processes: comparing, expressing, responding; Key text types: song, youth fiction and film]

- comparing 'being foreign' in China and 'being Chinese' in Australia, for example viewing 汉语桥 performances, song, youth fiction and film and discussing how Chinese-speaking foreigners are 'celebrated' in Chinese media
- exploring representations of the overseas Chinese experience and the development of local Chinese identity in Australia through reading texts such as *The Sojourners in Chinese translation* (Zhang Wei 2009)
- investigating contributions made by Chinese individuals and groups in contemporary Australian culture and discussing the cultural values that are conveyed through these contributions, for example artists Ah Xian and Guan Wei, author Sang Ye
- exploring their own connections and responses to overseas Chinese literature, for example the ideas and values reflected in 海外华人的文学作品 such as the song 《故乡的云》

8.6 Plan, rehearse and deliver presentations of classical literature and famous speeches and use this experience to discuss how cultural values can be transferred [Key concepts: 古文, entertainment values; Key processes: planning, rehearsing, delivering, transferring]

- discussing the impact of Chinese traditional entertainment in contemporary culture, for example 相声
- analysing classical poems and the values they convey, relating them to culturally significant events, for example Chinese New Year in 宋代诗人王安石《元日》
- expressing own contemporary world experience through personal responses such as journals
- listening to speeches by significant people or about significant events and identifying the features that make the speech effective or important
- compare the "Gettysburg Address" with a speech of equal significance in Chinese and discuss why these speeches are important and what language features are used to convey messages

8.7 Use particular language features such as dialogue and imagery in short stories, literary essays and plays to create own imaginative representations of experience [Key concepts: journey, reality and fantasy, interconnectedness; Key processes: expressing, experimenting, analysing; Key text types: plays, poems and stories]

- creating own responses to the experiences of Chinese people in Australia, for example writing a narrative reflecting a Chinese person's adjustment to a new life in Australia based on an interview conducted with an older member of their local Chinese community

- create a class soap opera or situation comedy
- using examples or quotations from traditional literature in their own writing, such as “三人行，必有我师焉” from 《论语》
- presenting stories from different eras, such as women in ancient China, through drama, poetry and literature
- write an imagined scenario about “what if...” or an exciting adventure to entertain younger students at school

## **Translating**

**8.8** *identify key features of how to achieve equivalence of meaning when mediating between Chinese and English with individuals and groups [Key concepts: equivalence, paralinguistic cues, mediation: Key processes: responding, translating, mediating]*

- discussing cultural connotations of words that express emotions, such as ‘幸福’ vs ‘happy’; ‘怎么回事?’ vs ‘What’s wrong?’
- define equivalence and find examples of how the concept works in other learning areas
- comparing the subject matter in courses related to other learning areas across cultures and societies, such as 政治 in China
- translating terminology from other learning areas across languages, for example science, mathematics and social science concepts and terms
- viewing extracts of Chinese film with their English subtitles and identifying possible translations and hypothesising reasons for choices made by professional translators
- exploring translations of colloquial language and discussing the complexities of capturing their meaning and sentiment

**8.9** *Recognise code switching and how specific vocabulary and terminology from other learning areas can be translated in different settings such as for an expert or inexperienced audience and apply this knowledge to create bilingual information texts [Key concept: equivalence, audience, context, bilingual; Key processes: identifying, translating, interpreting]*

- comparing multiple ways of translating English terms and phrases into Chinese and discussing the effectiveness and focus of these terms, for example 苹果手机 or 爱疯
- considering the responses of others in interaction and clarifying whether their message has been understood as they intended, for example 大家对这个问题还有什么疑议吗？不知大家还有没有什么意见和建议？
- producing own bilingual texts, for example explaining aspects of Chinese culture to English-speaking audiences or interpreting concepts learned in other learning areas to help other Chinese-speaking peers understand course content
- provide further explanation about concepts that are not immediately clear to participants and explain the steps in this process, for example the concept of ‘culture’ in English and

contrasting it to Chinese ‘文化’ (which also includes the meaning of ‘literacy’) and starting to understand other 文化 in comparative terms

## Reflecting

8.10 *Reflect on adjustments they and others make in their everyday language use and connect these adjustments to aspects of experience, culture and roles in Australian society [Key concepts: bilingualism, identity, community, belonging, culture shock; Key processes: reflecting, adjusting, analysing; Key text types: reflective texts]*

- reflecting on possible differences in assumptions about words used by others, for example the diverse implications of using the term ‘他的店很肮脏’
- exploring multiple aspects of the concept of ‘identity’ by contrasting ‘individuality’ (个体) with ‘collective identity’ (集体)
- identifying how their knowledge of Chinese and English opens up opportunities to expand their own world views
- discussing experiences of ‘returning home’ (回国) and how they feel about the lifestyle and practices of their old home
- reflecting on how their sense of being Chinese is influenced by their experience of living in Australia, for example by maintaining a journal or blog
- identifying features of communication in Chinese that are interpreted differently when applied in English communication, for example examining how adjusting from a tonal language to English sometimes results in miscommunication of emotion or a perception of being abrupt
- examining and reflecting on cases of interactions that do not achieve their desired goal and identifying strategies to enhance the effectiveness of their communication with others

## Understanding

### Systems of language

8.11 *Discuss features of Chinese phonology and compare their own pronunciation with other speakers of Chinese [Key concepts: phonology, romanisation]*

- using appropriate terminology to name and explain features of Chinese phonology and making comparisons with features of spoken English
- identifying features of spoken Chinese by comparing their own speech to the pronunciation and speech patterns identified in examples of Modern Standard Chinese in use, such as in news broadcasts
- explaining the use of the neutral tone and non-tonal suffixes such as 儿
- prepare a mock lesson for non Chinese speaking classmates about Chinese phonology

*8.12 Identify and explain the differences in traditional and simplified characters [Key concepts: orthography, scripts and fonts]*

- inferring meaning and sound of unfamiliar characters encountered relying on knowledge of components and positions
- analysing relationships between characters and meanings in phrases representing auspicious meanings such as 年年有鱼 - 年年有余, 年糕 - 年年高升, 枣栗子”就是“早立子”;“8”就是“发”
- applying understanding of orthographic principles in correcting mistakes in own character writing

*8.13 Identify and use word morphology and vocabulary choices to contribute to their effectiveness as communicators [Key concepts: morphology, morpheme]*

- identifying the relationship between characters in a word, identifying subtle differences in meaning to enhance their own communication, determining the appropriate context for related words such as 帮助 and 帮忙
- differentiating 形近词 based on the meanings of each morpheme, for example in 走进 and 走近 and applying in own writing
- analysing how words containing a common morpheme are related, for example how 乘 is used in 乘车 (take a ride), 乘机 (take a chance) and 乘法 (multiplication)

*8.14 Compare grammatical features such as how tense and passive voice are constructed in English and Chinese and explain the impact on their own communication [Key concepts: syntax, grammar, word order]*

- identifying distinctive features of Chinese grammar in contrast to other languages, for example in tense marking (了、过), possession, plurality
- enhancing their understanding of how information is organised to achieve particular communicative purposes, for example 是.....的 and 被 structure
- experimenting with the use of diverse sentence patterns when composing own messages, for example 让步 and 转折

*8.15 Identify and explain the purposes and features of text structure and organisation of ideas to compare writing styles [Key concepts: genre, structure]*

- exploring diverse examples of writing and identifying features of particular styles such as 辞藻华丽、平实质朴、苍劲有力、, 口语化
- discussing preferences for writing styles of popular authors
- experimenting with different ways of sequencing and organising ideas for different audiences and purposes

- exploring features such as text structure and format in classical literature, for example 五言 and 七言 in poetry; the absence of a subject in 李白《静夜思》
- comparing the organisation of and substantiation of ideas in essays in classical and modern literature, for example comparing 周敦颐《爱莲说》 and 余光中《莲恋莲》

### *Language variation and change*

#### *8.16 Explain assumptions and challenges for language use in new environments [Key concepts: cultural assumption, linguistic landscape]*

- identifying and comparing ways in which sensitive topics are introduced and discussed across languages, for example comparing the Chinese custom to ask direct questions about age, income and other personal matters with the particular contexts in which these questions are asked in English
- recognising cliché, examining cases of ‘breaking ‘ a cliché and the impact it might cause such as 脑筋急转弯 questions
- identifying how language can be changed to suit participants in different contexts such as the use of slang and abbreviations and how teenagers use their own vocabulary
- using classical terms and expressions including 成语、歇后语、俗语 appropriate to context, such as using 亭亭玉立 to describe young girls
- discussing ‘taboo’ terms across languages and using terms suitable for the context, such as different words used for 死 ( die): 驾崩 (皇帝)、仙逝 (长辈)、去世 (一般人)、香消玉损 (女性)

#### *8.17 Provide reasons for differences in dialects spoken in their immediate community and across the Sinophone world [Key concepts: diversity, dynamic systems]*

- identifying the range of dialects spoken in their local community and the impact of migration patterns and education policy on dialect maintenance and use
- exploring the connections maintained between different Chinese communities within and beyond Australia, for example Hakka Chinese in Darwin and East Timor
- exploring the distribution of dialects across the Chinese-speaking world and reasons for the establishment of particular dialect groups in Australia and overseas
- reflecting on changes in accent during communication such as 港台腔、京腔

#### *8.18 Analyse features of classical literature in their original and contemporary forms, and apply features of 文言文 and 古文 in their own language use [Key concepts: ecology, tradition]*

- analysing rules of intonation in classical poems and the impact on modern poetry
- exploring ‘symbolism’ in classical literature and in modern pop culture, such as the connotations of key terms like 凤凰

- discussing the revival of the study of traditional texts ( 国学 ) and the reasons for such interest in the past
- considering the role technology plays in their own lives and how it impacts on the way they communicate with others and use language to convey ideas
- identifying examples of internet language and discussing how these shape or impact their own language use, for example ‘囧’、‘槩’、‘莪’
- comparing ‘internet novel’ ( 网络小说 ) with contemporary 小说 and identifying the impact of media in popularising and increasing accessibility to Chinese literature

*8.19 Identify the features of persuasive language and analyse its effects in advertising [Key concepts: power, opportunity, globalisation]*

- discuss what it means to be powerful and influential
- considering the role of Chinese and English in the world, for example examining the popularity of Chinese and English in second language programs and why individuals and nations believe proficiency in these two languages is important

**The role of language and culture**

*8.20 Analyse the use of colloquial expressions and sayings within and across languages, genders and generations [Key concepts: values, social norms, practices, perspective]*

- collecting a range of famous colloquial sayings from many different cultures and compare their use
- explaining how culture impacts on their own communication, for example ‘Did you take offence that the host didn’t offer food at the party? Why might some Chinese find that offensive?’
- knowing that communicative practices might be perceived differently across cultural boundaries, for example in accepting a compliment saying that, ‘If 谢谢 is used, it might make me look 自大’

**Years 7 and 8 Achievement Standard**

By the end of Year 8, students sustain oral and written interactions with known audiences making appropriate adjustments in language use for different contexts and situations. They access and analyse a range of authentic spoken, written and multi modal sources to support and present points of view. Students respond to and create spoken, written and multimodal imaginative texts from a range of genres. They translate both English and Chinese information texts for particular audiences . Students reflect on adjustments they make in language use for different audiences.

By the end of Year 8, students apply knowledge of grammatical and text structures and vocabulary choices contribute to effective communication. They describe the main ideas in texts related to their other learning areas or presented in age-appropriate imaginative texts or media. They begin to see texts as existing within a cultural context, and begin to make comparisons between the values and practices encountered in classical Chinese texts and those encountered in their local communities. They demonstrate awareness of how texts reflect the cultural background and

values of the author and are open to diverse interpretations. Code-switching is used when discussing culture-specific concepts and other learning areas.

## **Years 9 and 10**

### **Band description**

#### **The nature of the learner**

Students continue to develop their bilingual and bicultural identities. They explore how their identities are changing through their lived experience in Australia, identifying points of difference between their values and those around them. They engage with the possibilities that being bilingual offers them now and in the future and reflect on their potential as mediators of language and culture in local and global communities.

#### **Chinese language learning and use**

Students are immersed in Chinese. They present, debate and discuss issues, exploring their emotions, positioning themselves in relation to events and recognising and accepting diversity in the perspectives of others.

#### **Contexts of interaction**

Students will use language in range of contexts across family, community and social situations to build adeptness into their communication with diverse audiences and contexts. They actively mediate between languages and cultures within their school and local communities.

#### **Text and resources**

Students read, write and listen to a range of digital and online text types including newspapers and reports, news websites, magazines, teen fiction, films and documentaries.

#### **Features of Chinese language use**

Students learn how to write objectively in simplified and traditional characters and substantiate their ideas and perspectives in appropriate ways. They develop skills in listening to diverse speakers of Chinese who vary in rhythm and pitch and learn to transcribe complex spoken texts. Students experiment with Western genre conventions in their Chinese speech and writing and with ways of expressing and developing their 'Chinese voice' effectively for diverse audiences.

#### **Level of support**

First language learners often have limited experience of Pinyin but may use other romanisation systems. The transcription of Pinyin and characters from the sounds that they hear is an important aspect of support for these students.

#### **The role of English**

Chinese is the language of classroom instruction and interaction. Students will make comparisons between Chinese and English language and culture as their sophistication on both languages grows.

## Content descriptions and elaborations

### Communicating

#### Socialising

10.1 *Influence and engage others in discussing ideas using by selecting language, tone, culturally expected stylised gestures, pitch and pace for different audiences [Key concepts: perspective, conflict, difference; Key processes: persuading, influencing]*

- applying strategies to engage in conversations with people of diverse linguistic and cultural backgrounds, for example using alternative terms to 吹牛、聊天、打屁 and initiating topics of mutual interesting
- monitoring the effectiveness of their communication skills when sharing ideas and interests with others, for example when changing topics and taking turns in a conversation: 听说....., 刚才我们说什么来着?
- using emphatic and assertive language to defend a position, point out errors in others' assumptions or to strengthen own argument when negotiating with others, for example 我想这种观点是站不住脚的 / 这种说法是没有根据的, 是无稽之谈。

10.2 *Plan and negotiate actions to contribute to their local and global community and suggest alternatives in interactions with local organisations [Key concepts: politeness, proactivity/initiative]*

- displaying respect for ideas of others in interactions, agreeing to disagree, or negotiating to achieve agreement, for example 要么这样吧.....; 你看怎么样.....; 你说的很有道理, 但是.....
- Discussing multiple perspectives on topics such as 独生子女政策, 言论自由, 贫富差距, 经济发展与环境保护 etc. and raising awareness among peers and members of school community to enhance mutual understanding of others' perspective
- comparing different learning environments and discussing the impact on learners' learning behaviour, for example reflecting on prior learning experiences and suggesting the advantages and disadvantages of different educational systems: 中国的教育是应试教育, 注重死记硬背, 澳洲的教育是启发式教育, 培养的是学生的独立思考能力
- discussing issues encountered in their daily life in communicating across cultures, such as specific 'cultural barriers' and misunderstandings in communication, for example 家长应不应该尊重孩子的个人隐私?
- understanding the history of their local Chinese community and the multicultural nature of Australian society, for example interviewing older migrants about their own experiences as Chinese-Australians 老一代的华人在餐饮、木工、香蕉种植等方面为澳洲做出了贡献, 新一代的华人更多的是在金融、法律、医生等行业发展。

- identifying areas of need within their local community and collaborating with others to provide support, for example visiting aged care facilities or helping to organise a cultural event to enhance understanding of Chinese culture within their own school and local communities: 我们上个周末去华人养老院做义工，接触了很多很有意思的老人。

## Informing

10.3 *Identify and analyse the effects of how information is organised in authentic texts and apply this knowledge to create purposeful texts that persuade and inform [Key concepts: local, global, diversity, information; Key processes: transcribing, analysing, informing, persuading; Key text types: persuasive, informational]*

- examining the ways in which information is presented across diverse Chinese communities, for example viewing news reports of world events from Beijing, Taiwan, Singapore
- evaluating how information is presented in diverse forms of media across cultures, for example comparing the impact of live news reports involving interviews with witnesses, and newspaper articles on the same event
- applying understanding of news articles, information reports and other formal text types to create own response to contemporary issues in Chinese-speaking communities

10.4 *Identify and evaluate the utility and reliability of sources written in simplified characters when accessing information and use this knowledge to present a point of view for different audiences [Key concepts: bias, authorship; Key processes: conveying, evaluating; Key text types: information, persuasive]*

- identifying bias in texts and the values that influence bias and discussing how bias differs from opinion and perspective, for example 什么是偏见？偏见有哪些表现？应该怎样纠正偏见？
- reading news articles and historical accounts about world events such as natural disasters, Olympic games, celebrations or commemorations of historical significance (e.g. ANZAC Day) and exploring how author's own personal values and experiences influence their reporting on such events
- recognising key ideas and reading between the lines, for example identifying irony and sarcasm in texts: 你可真是个气管炎（妻管严）
- discussing or presenting own position on issues such as attitudes towards recycling, education in rural communities, and impact of social media on young people
- debating the pros and cons for example 这样做的好处是：……这样做的弊端是：…… and presenting a balanced and reasoned argument for example 综合各方面的意见，我们认为……；根据大家的意见，我们想提出以下建议……
- applying effective strategies in a debate, including the art of rebuttal and developing a team line

## Creating

- 10.5 *Recognise and explain differing viewpoints about the world, cultures, individuals and concerns as represented in major forms of literature such as 散文, 小品, 小说 and use this knowledge to create analytical and imaginative responses for identified audiences [Key concepts: difference, culture, viewpoint; Key processes: recognising, representing; key text types: imaginative texts]*
- identifying various aspects of multiculturalism in contemporary media and exploring the origins and nature of stereotypes commonly encountered
  - exploring cross-cultural influences in contemporary media, for example examining the impact of Korean culture on Chinese entertainment in diverse contexts (Hong Kong, Taiwan, the mainland)
  - presenting a personal response to films with a Chinese theme produced in other communities, for example writing a personal response to a foreign film portraying Chinese-speaking communities
- 10.6 *Compare performance features of major forms of classical literature, such as in 诗, 词 making thematic and intertextual connections [Key concepts: culture, values; Key processes: connecting, performing, responding; Key text type: classical literature]*
- analysing poetry and comparing how concepts such as love, bravery and friendship are expressed in Chinese and English, for example comparing 陆游的《钗头凤》 and Elizabeth Barrett Browning's "How do I love thee?"; comparing poems of national unity (after war) and Banjo Paterson's "We're all Australians now" so.....
  - comparing representations of particular concepts or experiences in different media such as in novels and films, for example 莫言小说《红高粱家族》和张艺谋电影《红高粱》
  - exploring how diverse 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 'hot' events of the year
  - collaborating to create their own drama or comedy to depict their lives in a new cultural environment
- 10.7 *Create imaginative texts experimenting with genre, textual features and stylistic devices [Key concepts: ancestry, culture, love, fear, inner world; Key processes: creating, expressing, experimenting; Key text types: memoirs, poems, prose and moral tales]*
- comparing literature across languages and cultures and recognising features of entertainment, for example identifying how magic and danger are used in Harry Potter and 《西游记》
  - discussing the features of diverse genres, such as memoirs, poems, prose and moral tales, for example comparing 小诗 and 散文 to identify how different genres express similar ideas

- creating own imaginative texts, using literary devices to achieve particular purposes, for example foreshadowing events and developing the climax in a story, and experimenting with 暗喻, 反复 and other 修辞手法

## Translating

10.8 *Interpret culture-specific concepts and ideas, for example mediating jokes or 相声 to English speakers [Key concepts: humour, equivalence, cultural assumptions, wordplay; Key processes: interpreting, translating, mediating]*

- comparing idioms and colloquialisms across languages and identifying the challenges in mediating the culture values embedded within such sayings, for example 胸有成竹 vs 'have a well thought-out plan'; 山穷水尽 vs 'at the end of one's rope'; 入乡随俗 vs 'when in Rome'; 绕圈子 vs 'beating about the bush'
- reflecting on their responses to multiple interpretations of Chinese cultural practices or values among other Australians, for example, 中国人总工作不享受 / 他们都很聪明 / 很难和中国人一起工作 / 中国菜都很好吃
- comparing bilingual editions of novels and discussing how authors maintain the effect of stylistic devices across languages, for example and the use of metaphor

10.9 *Evaluate the influence of variables/features of social distance, culture and context and use this knowledge to interpret in appropriate ways for audiences [Key concepts: audience, context, social distance,; Key processes: identifying, translating, interpreting]*

- acting as translator between Chinese and English speakers during school events and reflecting on the linguistic and cultural issues encountered, for example when sister school teachers and students visit
- introducing people, places, events and ideas of cultural and historical significance to Chinese people, for example explaining to Australian audiences the historical and contemporary significance of 孔子 Confucius and his idea of '仁' humanity

## Reflecting

10.10 *Reflect on the language choices they make expressing their points of view to others and connect these choices to their place in Chinese and Australian communities [Key concepts: individual identity and collective identity, community, dynamism]*

- discussing choices they have in how they present their own identity to others and identifying times when they choose to express one aspect of their identity more than another
- reflecting on how their language choices, including English, Chinese, dialect, or accent, are indications of their sense of identity within a particular context
- considering the differences in their own sense of identity in Australia and when they 'return home' (回国) in terms of changes in social contexts and in their relationships with other participants in interactions

- describing examples of when changes in identity are more evident, such as when they are compared to friends ‘back home’
- identifying meanings implied in facial expressions, gestures, interjections and exclamations and discussing whether these support or contradict the words being spoken, for example 哎 can be used to express surprise or dissatisfaction
- reflecting one’s own world view through language, for example ‘naming’ China 华夏、九州、神州大地、中原 which reflects people’s understanding of their history, geography, ethnicity and place in the world

## Understanding

### Systems of language

#### 10.11 Compare features of prosody and intonation across languages and explore how they contribute to expression of meaning [Key concepts: phonology, prosody]

- comparing how prosody is used to enhance the aesthetic features/uses of language in different texts such as poems and essays
- evaluating the effectiveness of prosody in diverse contexts, for example comparing the relationship between use of voice and character types in movies and television dramas, such as how the matriarch or patriarch of the family in Chinese dramas often has a stern and intimidating voice
- using prosody with effect when communicating with others, such as in formal presentations and debates, and in imaginative or dramatic performances, for example 众所周知 / 显而易见 / 总而言之
- identifying differences in pronunciation and/or tone across different Chinese-speaking environments, for example 和 in mainland China is ‘hé’ and in Taiwan can be pronounced as ‘hàn’

#### 10.12 Identify and explain how Chinese orthography enables access to technical and unusual vocabulary including specialised abstract nouns and a wider range of texts [Key concepts: orthography]

- using orthographic knowledge to identify characters related to topics studied in other learning areas, such as chemical elements (periodic table), mathematical terms
- experimenting with the use of abstract nouns such as 物种、深春、微风 to create procedural texts
- developing skills to comprehend simplified or traditional Chinese characters in environmental print media and online texts
- discriminating correct forms and sounds of 多音字 (polyphonic characters) such as 行 (háng 同行 and xíng 行进) and appreciating multiple forms of 通假字 such as 笋 (筍)

10.13 *Compare the nature of word formation including subtle forms of adjectives such as 特有的; 明朗 in the development of new words in Chinese and English and evaluate their purpose and effectiveness in conveying new concepts [Key concepts: morphology]*

- comparing the expression of new concepts across languages and analysing the representation of new ideas in contemporary media such as 云电视、
- comparing the functions of semantically related morphemes and examining the contexts in which they are used, for example ways of expressing 'green' 碧、翠、绿、青、( 翠绿、碧绿、青翠、苍翠 )

10.14 *Analyse and experiment with the use and effect of figurative and evaluative expressions, colloquial forms, and other language features in texts [Key concepts: syntax, linguistic features]*

- Identifying the appropriate context for using colloquial forms such as 多姿多彩; 恰恰相反; 来得快去得快 ,higher order verbs such as 弥漫 Using 而 for 顺接, and adverbials for example 便是, 恰恰相反 to
- experimenting with linguistic devices to enhance expression of emotions, for example rhetoric 脸上的快乐, 别人看得到。心里的痛苦又有谁能感到?
- analysing the use of figurative language in literature, for example 老舍《骆驼祥子》中虎妞的一段话：“呕！不出臭汗去，心里痒痒。你个贱骨头！我给你炒下的菜，你不回来吃，绕世界胡塞去舒服？你别把我招翻了，我爸爸是光棍出身，我什么事都做的出来！明天你敢出去，我就上吊给你看，我说得出来，就行得出来！”
- exploring examples of literary language and how grammatical features differ from everyday speech, for example 鲁迅的小说和议论文

10.15 *Identify key stylistic features of different genres and text types including those evident in classical literature [Key concepts: genre, formal language, audience]*

- identifying stylistic features of text-types used in formal genres, for example 作业报告; 倡议书;竞选演说
- comparing the development of argument across languages, for example in English the writer's position is stated upfront whereas in Chinese it is generally left until the conclusion
- analysing how to position oneself when writing for different purposes, for example in persuasive and evaluative writing 说服：独生子女政策给中国的发展带来了很多好处; 议论：独生子女政策对中国的发展利弊参半。

- exploring how to incorporate statistical data, quotations and research-based evidence in academic texts, for example 据统计，计划生育政策实行以来，中国的人口少生了三亿。
- identifying features of classical writing such as 虚词 particles 之、乎、者、也, and word reductions such as 若（犹如，好像）父（父亲，爸爸）
- exploring writing techniques in classical Chinese such as the four steps in composing an essay (起承转合)
- using terms derived from classical literature in their own writing, for example 世有伯乐，然后有千里马；千里马常有，而伯乐不常有。（韩愈：《杂说（四）》）
- determining the relevance and value of classical references 成语 and 歇后语 in developing their own writing

### **Language variation and change**

#### *10.16 Explain how changes in context impact on how language is adapted to convey meaning within and across languages [Key concepts: context, linguistic landscape]*

- exploring how living in the Australian context impacts on how they present their ideas in Chinese, for example considering how essays written in Chinese in Australia often follow the accepted organisation and formatting of essays in the Australian education system rather than the Chinese education system
- analysing what is valued or revered across cultures and discussing the impact of this on how meanings are conveyed in Chinese and English, for example quoting 孔子 or using 成语 are evidence of a higher level of literacy in Chinese, but quoting modern day experts or using technical vocabulary are considered to be reflective of a higher education level in many English-speaking communities
- knowing historical traditions behind the differences between oral and written language in Chinese ( 文言 and 白话)
- manipulating styles of language in communication to achieve certain effects, such as writing a journal with 语气词 such as 嘿 and 吧 to make it more like a dialogue with the reader
- reflecting on their own diverse ways of communicating and how they adjust language, gesture and content to suit new contexts, cultures and languages, for example considering topics that are acceptable in one culture but taboo in another

#### *10.17 Identify and explain diversity in literature and media of the Sinophone world [Key concepts: diversity, regionalism, dynamism, local and global]*

- comparing representations of environments and lifestyles across diverse Chinese-speaking communities portrayed in the media and exploring the changes in how important information is communicated to communities, for example ways of transferring information in ancient China through to the modern digital age, such as

posters and public notices in 1950s and '60s or conveying emergency information through SMS today

- examining the popular topics and plots of modern television and film across diverse Chinese-speaking communities and comparing the topical issues and values conveyed, for example living space and high living costs (买房), family relationships (婆媳关系), social welfare (养老)

**10.18** *Research the phenomenon of language change and monitor language use in a range of contemporary contexts [Key concepts: dynamism, ecology, globalisation, cross-cultural influences]*

- comparing the language of previous generations to their own language use and discussing the nature of the differences between them
- exploring how language change reflects the values of the time, or how language can be seen as evidence of an era, for example use of respectful terms of '老革命' and '硬骨头' in China in the '60s
- examining new words added to Chinese dictionaries or introduced to social media and considering the reasons behind their development and contexts of use
- considering the impact of digital communication on language use, for example that LOL in English now means 'laugh out loud' not 'lots of love' and weibo has a 140 character word limit

**10.19** *Analyse the language of different media and examine the ways in which media uses language to persuade and influence others [Key concepts: power, fashions and trends, marketing]*

- evaluating the impact of word choices, for example “百衣百顺” for steam iron; “自然最健康，绿色好心情” for instant noodles and discussing features of advertising language (广告词), for example 简洁, 对仗, 谐音, and how it relates to the brand and product
- view samples of 公益广告 for charity and non-profit organisation and summarise effects and styles of combination of imagery, voice and language use for example 好感型, 优质型 and 励志型 and how this style relates to the purpose of the campaign

### **The role of language and culture**

**10.20** *Identify and analyse the ways in which language is used to position authors, readers and participants in texts [Key concepts: perspective, generalisation, judgement, behaviours, assumptions]*

- identifying choices in words and phrasing that influence a reader's response to texts, for example language to persuade readers to endorse the writer's views such as 难道不是每一个有良知的人都会认同的吗?
- examining ways in which authors use characterisation to incite sympathy or antagonism towards characters in literary texts, for example directly describing a character's

personality compared to indirectly portraying the character's personality through their actions or through the reactions of others

### **Years 9 and 10 Achievement Standard**

By the end of Year 10, students sustain extended interactions selecting spoken and written language for precision and for effect on participants. Students collate and evaluate a range of spoken, written, multi modal sources to convey different perspectives to different audiences. They select and organise ideas adapting language, style, register and textual features to mediate these ideas for a range of audiences who speak Chinese or English or both. They respond to authentic texts and create a range of persuasive, information and imaginative texts. They reflect on their own experiences of interacting across diverse linguistic and cultural contexts, and display a capability to move readily between languages and cultures.

By the end of Year 10, students analyse how language features and the devices are used to achieve different purposes. They explain how language and languages vary with time and according to situation and context. They identify evidence showing how texts reflect the cultural background and values of the author and different perspectives.

Revised Chinese - First Language Learners - 7-10 (Year 7 Entry) Scope and Sequence - November 2013

Communicating				
<i>Using language for communicative purposes in interpreting, creating and exchanging meaning</i>				
Sub-strand	Description	Thread	Years 7 and 8	Years 9 and 10
SOCIALISING	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in shared activities through planning, negotiating, deciding, arranging and taking action.	Interacting	Exchange of points of view and preferences with peers about new social and cultural experiences, making choices in language features such as tone, vocabulary, phrasing and sentence structure to influence others.	Influence and engage others in discussing ideas using by selecting language, tone, culturally expected stylised gestures, pitch and pace for different audiences
		Taking action	Plan and arrange multicultural projects and events with peers that would benefit their school and local community	Plan and negotiate actions to contribute to their local and global community and suggest alternatives in interactions with local organisations
INFORMING	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts.	Obtaining and processing information	Interpret the stated and implied meanings in authentic information texts, and use evidence to support or challenge different perspectives	Identify and analyse the effects of how information is organised in authentic texts and apply this knowledge to create purposeful texts that persuade and inform
		Conveying information	Use and analyse a range of sources written in simplified and traditional script to identify relevant information and use this information to create purposeful public information texts	Identify and evaluate the utility and reliability of sources written in simplified characters when accessing information and use this knowledge to present a point of view for different audiences
CREATING	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.	Responding to contemporary texts	Compare how contemporary Chinese media and short stories represent the notion of 'being Chinese', or 'being other' and use this knowledge to present a point of view for an identified audience	Recognise and explain differing viewpoints about the world, cultures, individuals and concerns as represented in major forms of literature such as 散文, 小品, 小说 and use this knowledge to create analytical and imaginative responses for identified audiences
		Responding to traditional texts	Plan, rehearse and deliver presentations of classical literature and famous speeches and use this experience to discuss how cultural values can be transferred	Compare performance features of major forms of classical literature, such as in 诗, 词 making thematic and intertextual connections

Communicating				
<i>Using language for communicative purposes in interpreting, creating and exchanging meaning</i>				
Sub-strand	Description	Thread	Years 7 and 8	Years 9 and 10
		Expressing imaginative experience	Use particular language features such as dialogue and imagery in short stories, literary essays and plays to create own imaginative representations of experience	Create imaginative texts experimenting with genre, textual features and stylistic devices
TRANSLATING	Moving between languages and cultures orally and in writing, evaluating and explaining how meaning works.	Oral Responding to translation	Identify key features of how to achieve equivalence of meaning when mediating between Chinese and English with individuals and groups	Interpret culture-specific concepts and ideas, for example mediating jokes or 相声 to English speakers
		Creating bilingual texts	Recognise code switching and how specific vocabulary and terminology from other learning areas can be translated in different settings such as for an expert or inexpert audience and apply this knowledge to create bilingual information texts	Evaluate the influence of variables/features of social distance, culture and context and use this knowledge to interpret in appropriate ways for audiences
REFLECTING	Reflecting on intercultural language use and how language and culture shape identity.	Interpersonal and intrapersonal	Reflect on adjustments they and others make in their everyday language use and connect these adjustments to aspects of experience, culture and roles in Australian society	Reflect on the language choices they make expressing their points of view to others and connect these choices to their place in Chinese and Australian communities

## Understanding

*Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.*

Sub-strand	Description	Thread	Years 7 and 8	Years 9 and 10
<b>Systems of language</b>	Understanding the language system, including sound, writing, grammar and text.	Phonology	Discuss features of Chinese phonology and compare their own pronunciation with other speakers of Chinese.	Compare features of prosody and intonation across languages and explore how they contribute to expression of meaning
		Orthography	Identify and explain the differences in traditional and simplified characters	Identify and explain how Chinese orthography enables access to technical vocabulary and unusual vocabulary, including specialised abstract nouns, and a wider range of texts
		Morphology	Identify and use word morphology and vocabulary choices to contribute to their effectiveness as communicators	Compare the nature of word formation, including subtle forms of adjectives such as 特有的; 明朗, in the development of new words in Chinese and English and evaluate their purpose and effectiveness in conveying new concepts
		Syntax	Compare grammatical features such as tense and passive voice are constructed in English and Chinese and explain the impact on their own communication	Analyse and experiment with the use and effect of figurative and evaluative expressions, colloquial forms, and other language features in texts
		Text	Identify and explain the purposes and features of text structure and organisation of ideas to compare writing styles	Identify key stylistic features of different genres and text types including those evident in classical literature
<b>Language variation and change</b>	Understanding how the nature and function of language varies according to context, purpose, audience and mode, the	Changes in language use in context	Explain assumptions and challenges for language use in new linguistic and cultural environments	Explain how changes in context impact on how language is adapted to convey meaning within and across languages
		Chinese and its variants in global contexts	Provide reasons for differences in dialects spoken in their immediate community and across the Sinophone world	Identify and explain diversity in literature and media of the Sinophone world

## Understanding

*Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.*

Sub-strand	Description	Thread	Years 7 and 8	Years 9 and 10
	dynamic nature of language; and varieties of language.	Tradition and dynamism in language use	Analyse features of classical literature in their original and contemporary forms, and apply features of 文言文 and 古文 to their own language use	Research the phenomenon of language change and monitor language use in a range of contemporary contexts
		Power of language	Identify the features of persuasive language and analyse its effects in advertising	Analyse the language of different media and examine the ways in which media uses language to persuade and influence others
Role of language and culture	Analysing and understanding how language and culture shape meaning.	Language choices	Analyse the use of colloquial expressions and sayings used within genders and generations across languages	Identify and analyse the ways in which language is used to position authors, readers and participants in texts