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CURRICULUM ELEMENTS

Years 7–8 (Year 7 entry)

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| **Band level description** |
| In Years 7 and 8, students are beginning their learning of Chinese language, and this will be influenced by prior learning and experiences of language learning. Students use Chinese language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.Students use Pinyin to learn the sounds of new words by associating sounds with characters, and access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Chinese and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity. |
| **Achievement standard** |
| By the end of Year 8, students use Chinese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Chinese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar characters and Pinyin to support learning. Students approximate Chinese sound patterns, tones, intonation and rhythms, and recognise the function of tone-syllables and Pinyin. They demonstrate understanding that Chinese has rules for characters, grammar, non-verbal, spoken and written communication. They comment on aspects of Chinese and English language structures and features, using metalanguage. They demonstrate awareness that the Chinese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Chinese** | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Interacting in Chinese** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| interact with others using modelled language to exchange information in familiar contexts about self and personal world AC9LC8EC01 | * conducting a self-introduction with a peer, for example, 大家好, 我叫Tim。我今年十二岁。我上七年级。我家有四口人。
* expressing and justifying preferences when talking about a topic of interest (hobbies, pets, etc.), for example, 我喜欢小狗, 小狗很可爱 and stating reasons, for example, 我不太喜欢..., 我觉得...因为
* making sure that other participants are included in an interaction, for example, 我去过法国，你呢？
 |
| develop Chinese language to interact in classroom exchanges, routines, tasks and responsibilities AC9LC8EC02 | * asking questions, for example, using modelled language, interacting with a real or imagined new student, 你好！我叫...。你叫什么名字？我是澳大利亚人，你呢？
* engaging in class discussion by responding to questions such as 你喜欢运动吗？, and using modelled language to express agreement and disagreement with others’ opinions, for example, 对，我也很喜欢运动
* responding to correspondence (emails, text messages, postcards, etc.) by answering questions, and clarifying meaning, for example, 你说你想来澳大利亚，是吗？and seeking further information, for example, 你想一月份来吗？
* using Chinese to interact in classroom routines and responding to instructions, for example, 请举手, 把手放下 and playing games where students take turns role-playing 'the teacher’, giving each other instructions with actions such as 请安静, 起立, 请坐, 写, 听, 看, 请看白板, 请给我...
* apologising and requesting or asking permission from peers and the teacher, for example, 我可以上厕所吗？; 谢谢。不客气。; 对不起。没关系。
* exchanging greetings with peers and others, choosing suitable greetings to match age or position, for example, 您好, 老师好 or time of day, 你早, 晚安, and using appropriate tone and intonation
 |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment AC9LC8EC03 | * using online collaborative learning tools to create a rap about greetings and performing it in groups, for example, 你好吗? 我很好。你呢? 我也很好。大家好。, and using Pinyin to support the reading of characters, if required
* working with peers to produce a bilingual publicity flier for an upcoming event, for example, 汉语角, to promote Chinese learning among school community members or 垃圾回收to introduce a new or improved recycling program at school
* planning a class sports day, discussing who prefers which sport and creating a program accordingly
* determining an agreed social activity with peers, for example, going out on the weekend or a weeknight
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| **Sub-strand: Mediating meaning in and between languages** |
| locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LC8EC04 | * reading online blogs and posting comments using supporting images in their own writing, for example, using emoticons such as >\_<||| to enhance meaning in digital communication
* representing gathered information by restating key phrases and explaining reasons for actions and feelings, for example, 她很高兴, 因为
* summarising the findings of a class survey for an in-person presentation, or in digital or visual format, such as a poster or wall chart, for example, interviewing people about their experiences 他每天走路上学, and presenting this information to the class, quoting the source of information 老师说…
* listening to, reading or viewing First Nations Australian author’s stories and responding to them in spoken or written Chinese
* obtaining the gist or specific information in spoken texts by focusing on familiar, predictable items in a flow of words, as well as features of voice, gesture and word choice, for example, recognising the emotion and degree of enthusiasm or dislike expressed such as 我一点儿也不喜欢… compared with 我不喜欢…
* researching a famous Chinese-speaking person or historical event and presenting the information in a profile or timeline
* reading familiar text types (shopping brochures, etc.) and understanding particular phrases such as 八折, and working out the final price with the support of online dictionaries and word lists
* viewing audiovisual texts, such as a Chinese-language cooking program, and answering questions from classmates about some famous Chinese or Taiwanese dishes, for example, 古老肉, 狮子头, 柠檬鸡片, 小笼包, 盐酥鸡
* locating and identifying key information in written texts (advertisements, catalogues, menus, packaging, etc.) to locate key points of information in relation to elements such as product, number, price, target audience, and suitability to recycle, for example, 回收纸, 回收塑料
 |
| develop and begin to apply strategies to interpret, translate and convey meaning in Chinese in familiar contexts AC9LC8EC05 | * using key words such as 是 and 的 to help translate English texts into Chinese
* comparing public information texts in Chinese, such as signs in shops, forecasts and announcements, to English equivalents and explaining their possible meaning and purpose, for example, the sign 休息中 on an unlit shop window to mean ‘closed’ instead of its literal meaning, ‘resting’, and identifying and translating specific information and key words, for example, 点, 度, 米, 公里, 元/块
* interpreting key ideas from Chinese to English with explanation of the contexts and the use of fixed phrases, for example, discussing what Chinese-speaking parents might say to their child when dropping them off at school, such as the Chinese version of “Have a good day” 听老师的话，不要调皮; determining the English version of 加油; considering why people say 加油 at a sports event
* 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 called ‘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?”
* using etiquette phrases within appropriate contexts and discussing whether the meaning of 对不起 is the same across contexts, for example, comparing meaning in 对不起，让一让 with 对不起，我错了
* identifying Chinese symbols in print and digital texts such as the longevity symbol, and developing ways to include the culturally attached value when expressing the meaning of these symbols in English
* preparing bilingual presentations of data collected from various sources, including texts in English about familiar people, places and events, for example, 澳大利亚的总理, 澳洲旅游景点, 我是澳大利亚人, and reflecting on the translation process
 |
| **Sub-strand: Creating text in Chinese** |
| create spoken, written and multimodal informative and imaginative texts, for familiar contexts and purposes using appropriate vocabulary, expressions, sentence structures and some textual conventions, and familiar characters and/or Pinyin AC9LC8EC06 | * producing short performances, for example, using both characters and Pinyin for support, writing and performing a skit about celebrating festivals or making a video about food 这个东西太好吃了！是什么？
* writing a short dialogue about an emotion and performing it in groups, for example, 汉堡包太好吃了！
* using multimodal texts such as stories and vlogs, creating alternative versions of stories or action songs, incorporating voice, rhythm and gestures to animate characters, or using support materials such as drawings or story maps to create visual contexts, for example, changing the animals in 两只老虎 to 三只老鼠
* creating a print or digital poster in Chinese to promote travel to a significant cultural location on a First Nations Country/Place, including what to see and do
* creating a menu for a class restaurant using images and characters and using it to take part in an imagined restaurant experience
* composing a self-introduction speech for a “Who are we?” video compilation of all members of the class
* writing a short picture book story with speech bubbles or basic text to read to other students
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| **Strand: Understanding language and culture** | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| recognise and use tone-syllable pronunciation and intonation patterns to form words and phrases, and Pinyin to support learning pronunciation AC9LC8EU01 | * 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 and 我卖东西, or 床 and穿
* recognising and discriminating between homonyms in Chinese, for example, 是 and 室, relying on contexts to assist understanding, and differentiating syllables with different tones, for example, 是 and 十
* performing Chinese songs and experimenting with rhythm, voice, emotion and gesture, to convey the intended sentiment, and exploring the meaning and message
* listening to Chinese words showing the tones on a computer, recording the same words with the same tonal sounds, and playing back the recording to check pronunciation
 |
| develop knowledge of, and use sentence structures, characters and writing system features, to understand and create spoken, written and multimodal texts AC9LC8EU02 | * applying 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
* learning the origins and features of components encountered in characters, and analysing the formation of characters, including recognising the frequency and positioning of common components such as 人, 女, 日, 月 and their function or relationship to a compound character such as 亻 in 他, 认, 从
* identifying contextual meanings of key characters in diverse contexts, for example, 今天 versus 天空; 星期日 versus 日本; 你好 versus 好玩
* identifying the placement of time and place phrases; the use of conjunctions 和 to add information; 还是 and 或者 to offer or indicate choices, and the role of measure words such as 个, 只
* recognising markers of time such as 第二天 in a sequence of events to monitor information flow and assist reading for overall meaning
* 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 such as 都 to indicate inclusion; 就 to indicate sequence
* identifying the relationships between the meaning of individual characters in words and exploring how these frequently used characters apply in a wider range of word contexts
* 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 on balance and proportion within the square
* exploring features and conventions of Chinese texts, including lack of word spacing or use of punctuation, comparing texts in traditional characters with texts in simplified characters such as 門, 门, and variability in text direction in Chinese and other scripts such as Arabic, Japanese and Hindi
* explaining the use of common suffixes 子, 里, 面 and key morphemes 电, 家, 物, 机
 |
| compare Chinese language structures and features with English, using familiar metalanguage AC9LC8EU03 | * explaining the concept of ‘tense’ across languages, for example, asking, “What tense is used in English to share ideas about a future activity?”, “Can you exemplify how the future tense is expressed in English and 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 and comparing these with English cohesive devices
* describing the major features of familiar text types in Chinese (narratives, etc.) 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, comparing the formatting of a letter and an email in English and then in Chinese and identifying the differences for each text type in each language
* experimenting with features of text presentation in Chinese, for example, text direction, word spacing, punctuation, and overall paragraph format when using squared paper
* comparing writing across languages, recognising differences in stroke sequences and word formation (letter strings versus character squares), word spacing, punctuation and text direction
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| **Sub-strand: Understanding the interrelationship of language and culture** |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesAC9LC8EU04 | * 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？
* identifying aspects taken for granted in communication such as a shared understanding of gesture, body movement and word meanings, and comparing ways people interact across cultures, for example, asking, “How do Chinese-speaking people use gesture?”, “Which non-verbal cues are shared with English speakers?”, “Do they mean the same thing in both cultures?”, “How does not understanding these differences impact on how we perceive each other?”
* discussing identity and cultural values reflected in language use, (in relation to celebrations, etc.) and how they influence interactions, for example, 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(s)?”, “What is the relationship between language use and values in this phrase?”
* examining how First Nations Australians’ languages have strong connections to Country/Place and how these can be compared to language variation across Chinese-speaking countries and regions/regional dialects
* considering the different ways of addressing people in authority 李老师, 王校长 and 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
* viewing interactions in Chinese between peers or in texts (a segment of a movie, etc.), and interpreting the meaning of the dialogue as well as comparing culturally determined manners or behaviour
* comparing their own experiences to the lives of young people in different Chinese-speaking countries, 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
* 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
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Years 9–10 (Year 7 entry)

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| **Band level description** |
| In Years 9 and 10, Chinese language learning builds on each student’s prior learning and experiences. Students use Chinese language to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Chinese in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs. |
| **Achievement standard** |
| By the end of Year 10, students initiate and sustain Chinese language to exchange and compare ideas and experiences about their own and others’ personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Chinese or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Chinese to create texts. They use familiar characters appropriate to context and Pinyin to transcribe spoken texts.Students apply features of the Chinese sound system to enhance fluency, and discern differences in patterns of sound and tone in spoken language. They demonstrate understanding of the sound system in spoken exchanges and characters for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Chinese, to discuss how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in Chinese** | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Interacting in Chinese** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal world AC9LC10EC01 | * introducing self, peers, friends and familiar adults in conversation or online, 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 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。
* encouraging involvement of others in interactions and experimenting with modality to empower themselves and others, for example, 你可以 versus 你一定要, 我可能 versus 我会
* expressing an apology, appreciation or gratitude in diverse ways, and comparing practices across contexts, for example, considering which term to use in various situations, depending on the relationship between participants 谢谢, 辛苦你了, 麻烦你了, 真对不起, 非常感谢
* sharing opinions on language used in contemporary media for young people, such as music videos and television series, for example, 我很喜欢学这首歌。它的歌词很美
 |
| use Chinese language in exchanges to question, offer opinions and compare and discuss ideas AC9LC10EC02 | * discussing topics of interest (music, television programs, sports, etc.) and asking questions to seek information and opinions, request repetition, and clarify meaning, for example, 你说你的生日是明天，是吗？
* 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。
* 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？
* discussing school life or hobbies, and asking questions to seek ideas and enhance mutual understanding, for example, 我不喜欢听音乐，我喜欢看书。你呢？
 |
| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers AC9LC10EC03 | * organising a class or school celebration such as celebrating Spring Festival 拜年 and Mid-Autumn Festival 吃月饼, sharing suggestions and delegating roles
* collaborating to develop an imaginative promotional video to post on a website to sell an innovative product or service, for example, a new sustainably designed house or car
* initiating activities among peers such as 汉语角 to promote Chinese learning in school, and arranging a time and 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。
* planning group events (a real or online event, trip or excursion to a Chinese-speaking community, etc.) and persuading others to get involved and contribute in different ways, for example, 你不是很喜欢吃中国菜吗？我们一起去中国城吧？
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| **Sub-strand: Mediating meaning in and between languages** |
| interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LC10EC04 | * reading tourist brochures and websites detailing lifestyles in diverse locations in Chinese-speaking communities, identifying features of local lifestyles that reflect modernity or tradition, and evaluating the information for relevance, appropriateness, and significance
* documenting specific details of events, customs and lifestyles obtained from diverse sources (video clips, face-to-face interviews, etc.), and summarising the information to form a balanced view to share with others
* listening to, and viewing texts (celebrity interviews, news reports, documentaries on tourist hot spots, etc.) and obtaining the 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
* listening to, or reading a First Nations Australian’s stories discussing their opinions and ideas, and, in Chinese, presenting their personal profile to the class
* 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 how media convey a sense of ‘right’ and purpose in the lives of young people and expressing own opinion such as 我觉得他是好人，因为他帮助老人 and reactions to the situations and contexts represented, for example, 如果我是她; 我觉得他最好...
* reading about topics such as healthy eating in Chinese, and creating matching promotional material, 每天吃五份蔬菜，两份水果
* listening to or watching media of adults talking about their 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
 |
| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts, to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9LC10EC05 | * 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 do contexts matter?”, for example, examining why, “How’s it going?” is difficult to translate into Chinese
* comparing word choices for public 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’
* translating intended meaning of an interaction by avoiding literal (word for word) translations, for example, mediating a response to a compliment such as 你的衣服真漂亮 with 哪里哪里, and recognising that meaning may be implied rather than stated explicitly, for example, the use of 吧 to indirectly reject or refuse others in 我能来看看你吗？ ...不太好吧？
* exploring ways to interpret and explain key concepts and cultural practices identified in Chinese interactions such as 面子, and experimenting with how to give 面子 in interactions with others
* exploring the contexts and implications of terms used to identify others, for example, 华侨, 华裔, 大陆人, 华人, 中国人, 少数民族
* explaining meaning of scripts and lyrics, and recognising how feelings/emotions are expressed in subtle ways, using stylistic devices or symbolism, for example, 月亮代表我的心
* identifying and responding to intended and unintended meanings conveyed in interactions, for example, noticing contradictions between what is being said and the posture, movement, gesture and expression of participants, and asking, “How do I interpret the real meaning?”, “Are the speakers just being polite or are their words genuine?”
* considering the uses of different measure words in Chinese, for example, 小勺 and 茶匙, 斤 and 克, when comparing several Chinese translations of the same recipe
* translating information about aspects of life in Australia to Chinese-speaking readers overseas, considering the audience’s cultural experiences to determine what concepts they would find difficult to understand, and exploring ways to elaborate on ideas to ensure clarity of meaning, conveying nuances of word formation and contexts such as 澳白咖啡 ‘flat white’
* exploring the ways in which English words and phrases are incorporated into everyday communication in Chinese in digital media, for example, finding English expressions of emotion used in chat forums and texts messaging ‘去 happy 吧', and Pinyin abbreviations replacing characters L P = 老婆
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| **Sub-strand: Creating text in Chinese** |
| create spoken, written and multimodal informative and imaginative texts, selecting vocabulary, expressions, sentence structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences AC9LC10EC06 | * creating short performances, (a skit about celebrating the Spring Festival, a simple song about school life, a rap about being a student of Chinese, etc.) and incorporating idioms, 年年有余, 人山人海
* portraying a scene from a familiar narrative (a skit or short play recounting an event from a well-known novel, etc.) and considering how the main characters represent their experiences and express their emotions through their interactions
* developing an information kit, supported by visuals, about their local city or region to provide to Chinese-speaking visitors via a local tourism website, including details on history, climate, environment and cultural activities
* writing a journal entry, or contributing to a school newsletter in Chinese reflecting on the impact of a visit to a significant cultural location on a First Nations Country/Place, and, with permission, referring to cultural knowledge of the site
* producing multimodal presentations to deliver information about aspects of leisure activities, education or community life, for example, 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...
* creating a role-play, 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
* composing a creative account of an imagined experience with Chinese-speaking visitors to the local community, for example, hosting a student from Hong Kong or taking a tour group to a local event, describing scenes, feelings and emotions, for example, 我真高兴！, 太棒了！
* creating a Chinese voice-over for a scene from an English language sitcom, experimenting with ways in which language, image, behaviour and humour are used to enhance meaning and entertainment
* devising a set of posters or signs in Chinese to remind people of school expectations, for example, 爱护花草, 请安静, 可回收物, 不可回收物, 关闭手机
* writing 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
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| **Strand: Understanding language and culture** | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** |
| **Content descriptions***Students learn to:* | **Content elaborations***This may involve students:* |
| apply features of the Chinese sound system, and discern differences in patterns of sound and tone, in familiar and some unfamiliar contexts AC9LC10EU01 | * analysing sequences of characters containing a common component or side to determine the features of form, function and predictability within the group, for example, explaining the features of position, phonetic function and the range of sounds in the characters 请, 清, 情, 晴, 精, 睛, 猜
* listening to interactions between unfamiliar voices at different speeds or levels of clarity to develop auditory and comprehension skills, and discriminating between sounds heard in spoken texts, including the range of vowel and consonant combinations, for example, ‘qin’ versus ‘qing’ and ‘chi’ versus ‘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 variation in pronunciation, for example, comparing 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
* noticing tone changes and reflecting on the impact on developing fluency when speaking, for example, noticing, “Do my words sound less forced and more natural?”
* exploring the role of emphasis, stress and rhythm in expressing subtle meanings in interactions in Chinese and English
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| select and use structures and features of the Chinese grammatical and writing systems to enhance and infer meaning, and create spoken, written and multimodal texts AC9LC10EU02 | * describing orthographic features of new characters encountered, including the structure, sequence and relationship of components
* examining 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 contexts of use
* 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, traditional characters encountered in their local Chinese communities, and noting their simplified character version
* 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
* applying ways of sequencing and connecting ideas through the use of conjunctions and cohesive devices, for example, 不但...而且..., 虽然...但是, 因为...所以..., 开始..., 后来...
* 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 negative past; 正在 to indicate action in progress
* 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
* comparing prepositions and discussing the importance of contexts when determining their meanings in texts, for example, 跟, 对, 给
* using modal adverbs, for example, 很, 更, 最, 非常, 挺... 的, 太...了
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| reflect on and evaluate Chinese texts, using metalanguage to discuss language structures and features AC9LC10EU03 | * comparing features of narrative, recount, report and procedural texts to identify ways in which information is structured and sequenced for particular purposes
* 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 and 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
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| **Sub-strand: Understanding the interrelationship of language and culture** |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating AC9LC10EU04 | * examining how the adaptation of words reflects and encourages change, for example, examining how gender equality is reflected in the use of 妳 to acknowledge females and 他 to include both men and women
* reflecting on their own language choices in interactions with other Chinese speakers and how these may have been perceived, for example, considering, “Was my communication culturally appropriate?”, “Did I adjust my language and body language to help convey my meaning more effectively?”
* reflecting on the values of one culture when communicating in another, for example, thinking about differences in the use and frequency of ‘thank you’ and 谢谢
* reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in Chinese for a group of Chinese-speaking visitors at a school assembly
* identifying and reflecting on choices made in interactions in Chinese with people from different generations, for example, identifying changes in greetings 吃饭了没有, 拜拜, 嗨 and forms of address 同志, 小姐, 师傅 over time
* interacting with Chinese-speaking peers to share aspects of their own identities as young Australians, for example, considering, “What aspects of my life and identity would a person living in a Chinese-speaking community find interesting?”, “How do I want to be perceived or understood?”
* analysing the impact on language use of contexts 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 how different opinions and perspectives are expressed and reflecting on 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
* 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, for example, 孔子说 ..., and discussing the cultural meaning of the quote and how it is relevant to contemporary language use, including why it is still quoted widely in modern writing, for example, 三人行必有吾师
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