Australian Curriculum: Languages
Chinese – Background Language Learner Pathway
Draft Years 7 to 10 (Year 7 Entry) Sequence

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http://consultation.australiancurriculum.edu.au
**Years 7 and 8 (Level 1)**

**Band Description**

At this level students are immersed in Chinese, with teacher talk predominantly in Chinese to instruct, explain and interact with students. The role of English is also important in comparing languages and in exploring complex ideas related to language, culture, learning and concepts from other learning areas. Students begin to explore social issues, including environmental conservation and family structure. They also begin to access information related to topics of personal interest on the internet and from local sources.

Students engage with language through visual media, listening and viewing music, TV series and documentaries to explore the world of Chinese language users. Oral language use includes participating in discussions and presentations about topics of interest and life experiences in different contexts and cultures.

Written language use includes learning to read extracts from both Chinese and English literature with a focus on comparing meanings in bilingual readers. Students read non-fiction texts to explore information related to the history and geography of Chinese-speaking communities; texts are often glossed with Pinyin or are supported with vocabulary lists. Students begin to explore the world of text online, learning how to access information in digital formats. They commence journal writing to recount and reflect on life experiences to share with their peers and they practise writing narratives about the world of their imagination. Students also correspond with others by text message, email and through class-based social networking sites.

They 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. 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. They participate in activities that focus on pronunciation, tone and rhythm, such as poetry and drama, learning to appreciate how their own language use compares to modern standard forms. They learn to analyse new characters encountered in text with a focus on mapping these character forms to their known spoken language.

They explore the place of Chinese-speaking communities and the relevance of the experiences of past communities to the modern world. This includes exploring their own family histories and the contributions of Chinese people in Australia. They also make comparisons between societies, social structures and belief systems and consider how these are conveyed through language.

**Content Descriptions and Elaborations**

**Communicating**

*Socialising and taking action*
1.1 Exchange personal opinions, preferences and experiences in interaction with others in diverse social contexts

- exploring personal responses to significant events and recognising multiple ways of perceiving and expressing experience
- 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、嘿、哎; expressions of agreement 对、就是、没错; disagreement 不会吧、真的吗、不行不可能

1.2 Collaborate in making decisions related to everyday routines and familiar events

- negotiating plans and expectations and making arrangements for an event/activity, for example the teacher and class establishing class rules
- comparing options and expressing and justifying opinions, ranking preferences and offering solutions or alternatives to achieve agreement in formal and informal contexts
- summarising ideas and actions completed, reassessing and revising decisions as needed, for example 我们说好了去游泳，可是天气不好所以......

1.3 Structure content and use language appropriate to context and purpose when corresponding with others

- corresponding with Chinese speakers in other locations via diverse media to share insights into their personal experiences in Australian contexts, for example posting a response about a school camp to a blog shared with students from their Chinese sister school
- recognising and applying formats and expressions particular to purpose, experimenting with digital and print resources to assist in constructing and enhancing effectiveness of written communication, for example using emoticons and images

Obtaining and using information

1.4 Access, organise and prioritise information from diverse sources to make decisions and inform others

- seeking out sources of relevant information in order to explore an issue of interest, for example the lived experience of earlier generations of Chinese speakers in Australia and elsewhere
- asking questions and seeking clarification on information, opinions and reasons (你为什么认为......？; 你觉得.......怎么样？)

1.5 Obtain knowledge from context and use visual cues and to support understanding of key words and main ideas in texts

- using reading strategies (such as digital dictionaries) to enhance understanding of unfamiliar texts, including strategies to comprehend meaning at character, word and sentence level
• noticing tone, stress and rhythm when listening or viewing texts to identify roles, attitudes and perspectives on issues
• making predictions of potential meanings and seeking evidence within texts to confirm or disprove their assumptions

1.6 Summarise and convey information about significant people, places and events to others
• comparing and categorising ideas and perspectives when planning to convey information on issues or concepts to others
• utilising information from diverse sources to create own response, for example writing a report summarising main ideas

Responding to and expressing imaginative experience

1.7 Share personal perspectives on language use and development of ideas in diverse forms of contemporary youth media
• examining word choices, phrasing and emphasis used to convey meanings and engage audiences
• recognising how emotions or intentions of a performer, author or character are conveyed through language
• exploring how cultural values reflect or influence attitudes and behaviours in contemporary societies

1.8 Express insights into how their own experience and understanding of Chinese culture relate to values conveyed in traditional and contemporary performances
• explaining own response/reaction to the opinions, behaviours, attitudes and experiences of characters in contemporary and traditional texts
• viewing contemporary versions of traditional stories and discussing their relevance to contemporary Chinese communities, for example 《老子說》 cartoons
• discussing how traditional values and concepts are represented or adapted in contemporary media, including music, art and drama

1.9 Share own experiences and emotions with others through imaginative texts
• using models to guide own creative responses
• using stylistic devices to convey mood and emotion and elaborating on ideas by adding extra information, opinions and descriptive phrases to capture reader interest
• creating a personal response to people, places, events and experiences, for example writing an imaginative diary entry as a character encountered in a film or story

Moving between/translating
1.10 Use a range of linguistic and paralinguistic tools to support communication in interactions across languages

- identifying and explaining customs and traditions reflected in communication in order to convey understanding of everyday practices and events
- using appropriate terms and forms of address in Chinese / English when interacting with or referring to different speakers of Chinese, for example 华裔、中国人、国语、普通话

1.11 Consider the impact of word choice when conveying subtle meanings in interpretation

- 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
- 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

Expressing and performing identity

1.12 Recognise and give expression to their bilingual identity in every day interactions

- sharing examples of how their Chinese identity is played out in local communities through membership of community associations and interest groups
- 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
- appreciating the role of code-switching as a tool for mediating language and culture in their own communication

1.13 Compare their experiences as bilingual Chinese-Australians with others

- comparing everyday life experiences and events within and across cultures, including concepts of community; building relationships; everyday routines; significant celebrations
- comparing the influences on their identities with the influences on their parents and other family members

Reflecting on intercultural language use

1.14 Recognise adjustments in language use when communicating with people of diverse generations and backgrounds

- reflecting on word choices and gestures used by adults when communicating with both adults and children in diverse contexts
- analysing instances of a generational gap in language use in interactions
• considering how dominant cultural practices in English influence their communication in Chinese
• identifying examples where participants employ words or phrases not normally expressed in that language to mediate between languages, 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 of Chinese speakers

Understanding

Systems of language

1.15 Understand the nature of the Chinese spoken language and its relationship with the Pinyin Romanisation system

• 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’; ‘ian’ 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’

1.16 Develop awareness of the Chinese written language, including forms and functions of character components and processes of mapping sounds and meanings onto character forms

• 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
• 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

1.17 Understand the process of word formation and the application of character morphemes to the construction of 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 饭-饭; 玩-做; 做-作
1.18 Explain fundamental features of the Chinese grammatical system in contrast to English

- 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。”

1.19 Explore the structures and features of familiar genres, for example narratives, blogs, speeches, with a focus on information sequencing and organisation of ideas

- exploring features of formal and public texts, for example articles, announcements, and relating these features to their purpose
- developing skills to access required information in a range of public texts

Variability in language use

1.20 Recognise textual structures and features of language used in particular contexts

- exploring how relationships between participants influence language choices, for example discussing how they communicate with their peers in comparison to communicating with older members of their community
- comparing how knowledge-based and educational texts are organised within and across languages, for example how Chinese science textbooks are organised compared to the ones they use here in Australia
- 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

1.21 Recognise how meanings expressed in written texts vary from familiar speech patterns

- 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

Language awareness

1.22 Explore diversity within Chinese-speaking communities
• 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

1.23 Identify cross-linguistic influences on language use and explore the role traditional language still plays in contemporary texts
• 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

1.24 Explore how contemporary technologies are influencing literary practices
• examining the use of English words in digital texts and exploring how they are incorporated into Chinese speech patterns, for example 去happy吧; 他out了
• exploring how technology has changed the way Chinese people communicate, for example wishing someone 拜年 at Chinese New Year via SMS or digital greeting card rather than in person

1.25 Explore how language choice indicates membership of groups and can inhibit or encourage others’ involvement or sense of belonging
• exploring how language choice (for example regional Chinese, English, standard Chinese, youth slang) indicates membership of a group and can inhibit others’ involvement or sense of belonging
• 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
1.26 Consider how their communicative practices are influenced by their knowledge of different languages and cultures

- 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
- exploring how cultural concepts of family and the importance of one’s sense of connection to others influence use of language

Achievement Standard

By the end of Level 1, students interact and discuss ideas and share their own opinions on people, places, events and experiences. They access and collate information obtained from spoken texts and engage in negotiations about plans and events. They participate in creative performances in collaboration with others. Students access information, and prioritise information, experiences, and opinions from a range of print resources to inform others or take action. They correspond with others via email and class blogs and share personal responses to the ideas and opinions of others. They create imaginative texts with the support of word lists and resources available in their environment. Sentences generally contain two or more ideas connected by cohesive 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 Level 1, students speak with attention to pronunciation and tone. They use digital resources and text creation methods to communicate with others, and use online and print dictionaries to assist in reading Chinese texts. They understand and apply distinctive features of Chinese grammar and sentence structure to enhance their communication. A range of verb phrases, including verb complements, optative verbs and tense markers are also used. They identify how information is structured in Chinese texts, and the importance of sequencing and organisation in conveying meaning. They recognise diversity within the Chinese spoken and written language, identifying familiar characters in their simplified and traditional forms. They also describe the differences between regional dialects. They explain how their knowledge of more than one language influences their own communicative practices.

Years 9 and 10 (Level 2)

Band Description

At Level 2, 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. Students increasingly access information related to topics of personal interest on the internet and from local sources, comparing diverse perspectives and representations of authors.
Oral language use includes participating in discussions, debates and presentations about local and global issues, including environment and technology. Students also initiate inquiry into topics of interest through questioning and through increased engagement with members of their local communities, in particular with older generations by visiting aged community care and other welfare facilities. They engage with the community through local media, online noticeboards and participation in events, bringing in issues and ideas encountered in other learning areas.

Written language use includes reading online texts, using a range of dictionaries and translation tools to support comprehension. They read abridged bilingual versions of classic and contemporary literature, connecting to film and TV versions to enhance understanding. They continue journal writing, reflecting on their own Chinese learning and communicative experiences. They extend their writing skills to include more informative and objective language and write in more formal genres, such as articles and reports.

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.

They explore who they are and the nature of their dual identities and bilingual capabilities. They recognise and describe generational difference. They examine diversity in the sense of what it means to be Chinese. Students also 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, viewing their bilingualism as an asset for themselves and for Australia.

**Content Descriptions and Elaborations**

**Communicating**

**Socialising and taking action**

2.1 *Take the initiative in interactions, sustain conversation and engage others to achieve desired goals*

- establishing and building relationships through sharing ideas with others and expressing interest in the ideas of others
- negotiating to achieve desired goals by asserting, conceding, expressing obligation (必须、一定要) or levels of choice (没办法、不得不) in an appropriate manner
- recognising ways to use language to persuade or influence others when clarifying ideas and opinions and summarising perspectives

2.2 *Negotiate collaboratively and develop or maintain a principled position when discussing problems or issues*

- exploring concepts related to topical and contemporary issues, including ethnicity and identity; social justice; environment; education and future pathways; technology; popular culture
• developing individual and collective positions on contemporary issues and taking action, for example presenting a persuasive speech to students in China encouraging them to do more to protect their environment

• 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

2.3 Adjust language choices to suit different audiences, purposes and levels of formality when corresponding with others

• 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)

• describing personal experiences in ways that enhance mutual understanding within and across diverse cultural groups, for example writing a letter to a young person in China reflecting on own experiences of learning Chinese

Obtaining and using information

2.4 Access information on issues and topics relevant to contemporary life in their communities

• accessing information from diverse sources (such as advertisements, articles, blogs, chat forums) to provide a comparative perspective on contemporary issues,

• 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？)

2.5 Identify and compare perspectives of authors and participants when collating information

• identifying important ideas and Interpreting implied meanings in texts, recognising possible bias when judging the value of information

• using reading strategies such as skimming and scanning to obtain required 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

• developing note-taking skills when listening to and reading texts; organising notes using graphic organisers and other tools; collating statistical data; quoting others and providing examples to substantiate own ideas and to persuade or influence others

2.6 Share insights and acknowledge multiple perspectives on issues of common interest or concern

• presenting a balanced view on contemporary issues, referring to evidence to support ideas and elaborating on own perspective on contemporary issues and topics, for example writing an article about the life of an only child in China
• 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
• commenting on how their perspectives have developed or altered as a result of considering information from diverse sources and other perspectives

Responding to and expressing imaginative experience

2.7 Identify values conveyed in traditional and contemporary forms of youth media

• participating in class discussion on relevance and importance of messages conveyed in traditional and contemporary texts
• understanding the values inherent in the use of music, imagery and stereotypical representations of people, places and practices in diverse forms of youth entertainment
• identifying and discussing generational and cultural differences portrayed in contemporary media

2.8 Express a personal perspective on the experiences of individuals or groups represented in diverse forms of contemporary media and traditional literature

• 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

2.9 Create imaginative representations of values and practices drawn from their own communities

• writing imaginative texts, with emotion and impact, to convey opinions or ideas on issues of concern
• 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
• maintaining own blog or journal, providing commentary on aspects of life as a young Chinese-Australian and issues of relevance to youth in general

Moving between/translating

2.10 Explore ways to effectively convey cultural values across languages

• considering the interests of individuals or groups when representing their needs, intentions or ideas to speakers of other languages
• identifying challenges and potential issues in mediation when observing others involved in interpreting meanings in bilingual contexts
2.11 Compare ways in which values are expressed in Chinese and English to develop insights into issues and challenges in translation

- examining texts on related topics in English and Chinese and comparing the ways in which ideas are expressed across cultures
- exploring how values are conveyed through word choice and phrasing, for example use of idiom and colloquial expressions in Chinese and English
- considering values, beliefs and practices of diverse authors or groups when translating information across cultures
- exploring strategies to mediate cultural meanings across diverse communities where differences in life experiences and values are significant, for example explaining Aussie Rules football to young Chinese speakers
- experimenting with translations of extended texts, using a range of print and digital dictionaries and translation tools

Expressing and performing identity

2.12 Identify expression of their bilingual and bicultural identity and the role Chinese language plays in their lives

- reflecting on their own multiple identities (as Chinese, as Australian, as teenagers) and the ways in which their identities evolve and change in diverse contexts, for example considering whether they feel Chinese or Australian in China and comparing this to how they feel in Australia
- giving expression to their understanding of their identities as individuals and members of different speech communities and cultures, for example explaining origins, contexts and reasons for the ways in which their identities are played out in everyday life
- exploring language use and how identity is played out in aspects of everyday life, including school; local Chinese community; home; when visiting China
- analysing the relationship between their cultural beliefs and practices, how they balance it, and how it is reflected in the languages they speak
- 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

Reflecting on intercultural language use

2.14 Interpret the assumptions and positioning of others in interaction and respond in a manner appropriate to expectations

- reflecting on the implications of their language choices when communicating with Chinese-speakers from different regions, communities and generations
- adjusting their own language in order to avoid offence or misunderstandings and using culturally appropriate responses in context
**Understanding**

**Systems of language**

**2.15 Identify features of their own speech and compare to standard form**
- 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
- developing strategies to address aspects of their own spoken Chinese that may impede effective communication with others
- exploring additional layers of spoken Chinese beyond tones and syllables, for example experimenting with rhythm, pace, tone, stress and other paralinguistic cues

**2.16 Apply knowledge of the principles of character form and function when reading or producing texts, examining component form and function to associate sound and meaning with new characters encountered in texts**
- using knowledge of components to select a character from options when putting Chinese into a digital text
- using their knowledge of characters to infer potential sound and meaning of new characters encountered in text

**2.17 Analyse and apply knowledge of morphology to identify and convey subtle and precise meanings in communication**
- 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)

**2.18 Experiment with alternative ways of organising and expressing complex ideas in Chinese**
- 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

**2.19 Recognise textual features of formal genres, for example articles, letters of request, information reports, and apply these to their own speech and writing**
- exploring subtle differences in how genres are organised including diverse ways in which ideas and arguments are developed, such as in persuasive and evaluative texts
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

developing an understanding of how to present information for more diverse audiences and occasions, for example presenting spoken reports to promote, persuade or evaluate information

Variability in language use

2.20 Identify adjustments that reflect different roles, relationships, settings and values in their own interactions with diverse Chinese speakers

• 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
• 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

2.21 Compare how similar values or ideas are expressed in oral and written formats

• 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”
• 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

Language awareness

2.22 Explore features of language use in diverse regions

• researching the nature and use of regional dialects of language and recognising their role in communities globally such as Shanghainese, 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

2.23 Appreciate the ecological nature of language and identify traditional and contemporary influences on their own language use

• 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

2.24 Explore the use and role of internet language and analyse its impact on standard Chinese language use

• identifying influences of ‘internet language’, for example 火星文 in everyday interactions among peers
• investigating the extent of English language in everyday Chinese and official responses to its use in public media and code-switching

2.25 Examine how word choice can impact on others and influence outcomes for all participants

• considering for example how using a polite tone and respectful words when making a complaint often empowers both speaker and listener to achieve a positive outcome; how giving advice can be done in a non-judgmental way: 你最好/我觉得你应该/我知道……对你很重要，可是…… rather than 你一定要/如果你……，就……/你太……
• recognising motivations and ways in which people use language to persuade or influence others
• exploring language used in representations of youth and considering how fictional texts can empower or repress groups or individuals

Role of language and culture

2.26 Explore how languages shape the communicative practices of individuals and groups and identify ways to enhance understanding across cultures

• reflecting 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 the influence on communication styles of concepts such as modesty, individual responsibility and respect for authority, and how they may be misinterpreted by English speakers as lack of confidence, engagement or initiative

Achievement Standard

• By the end of Level 2, students interact with others to discuss and debate ideas and opinions on topics of interest and issues related to Chinese-speaking communities. They ask questions of others to explore and understand alternative perspectives. They access information from a range of spoken texts and use the information to develop a reasoned position on topical issues. They take some initiative in interactions through clarifying information, negotiating ideas and using code-switching in order to maintain the flow of conversation. They participate in viewing creative performances and express personal perspectives on the ideas, experiences and values presented. They read texts in Chinese to access information or take action on issues relevant to young people. They produce character texts using handwriting and digital methods, to correspond with and build
relationships with people of diverse ages and backgrounds. They produce informative and persuasive texts about topics of interest and concern and express personal ideas in imaginative and diverse ways. They access characters and vocabulary from a range of print and digital resources to enhance their communicative potential. Sentences include a range of structures, including formal expressions to connect ideas within texts (for example 除此之外 and 尽管这样). They also use relative and attributive clauses, conditionality and indefinite pronouns. They compare information and ideas and explain or justify information. They apply knowledge of metaphor and 成语 in their own writing.

- By the end of Level 2, students speak with attention to pronunciation, tone and phrasing. They use their knowledge of the Chinese writing system to expand their reading and writing abilities, using digital resources and text creation methods to communicate with others, and online and print dictionaries to assist in reading Chinese texts. They analyse the key features of Chinese grammar and features of sentence structure and compare language use across diverse contexts. They identify diverse ways of sequencing and organising ideas across a range of texts. They respond to diversity within the Chinese spoken and written language, and identify traditional character forms in texts. They also value the diversity of language use within their own communities and the greater Chinese-speaking world. They observe how languages impact on communication practices and apply this to their own interactions with others.