Australian Curriculum: Languages
Chinese – Background Language Learner Pathway
Draft Foundation to Year 10 Sequence

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Foundation to Year 2 (Level 1)

Band Description

Students develop their literacy and numeracy and skills in Chinese alongside their development of these skills in English. Students learn that there are different written representations across languages and begin to recognise and write features of familiar characters encountered in daily life. Students also learn that Pinyin is a Romanised representation of spoken Chinese and can be used to support pronunciation.

Students interact with the teacher and peers, using Chinese to get to know each other. Students listen to stories and songs. They recite rhymes and poems with attention to pronunciation and rhythm. They participate in games and activities involving imagination and play. They copy characters, with attention to form. They hear and view stories and produce visual representations to demonstrate their understanding. They read picture books, often aloud with the teacher and peers.

Students begin to understand how they use more than one language in their daily lives. They consider the concept of naming and how this is used to identify people. They begin to consider the different ways they are identified by others.

Content Descriptions and Elaborations

Communicating

Socialising and taking action

1.1 Respond to teacher talk in class and participate in everyday class routines

- following teacher’s instructions and responding to questions with reasons, such as 我不高兴因为我累了。
- using language appropriate to class context, such as 老师，我写完了。
- 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 (我家经常吃饺子)

1.2 Initiate interactions and make requests in appropriate ways to establish relationships with others

- seeking more information by asking questions such as 你是Emily的妹妹吗？
- making requests in appropriate manner, such as 老师，我可以喝水吗？
- introducing oneself to initiate conversation, for example 我叫Johnny，我的中文名字叫小强，你叫什么？

Obtaining and using information

1.3 Listen to and view audiovisual texts related to concepts drawn from other learning areas

- exploring bilingual learning resources suitable for their age
• identifying familiar words and concepts in descriptions drawn from recent learning in subjects, for example 数学 (形状) and 科学 (自然现象)

• making connections between their world knowledge and their Chinese learning to infer meaning of words, for example to guess the meaning of ‘尾巴’ in ‘猫有长长的尾巴，人没有尾巴。’

1.4 Share knowledge of the world by responding to questions from others on topics related to their everyday experiences

• responding to questions about their world with question word, for example 什么、为什么、怎么

• starting to use Chinese to explain their own world, for example 阿德莱德冬天不冷，所以不下雪。

• presenting their learning by drawing pictures to elaborate concepts, for example 春天；中秋节

Responding to and expressing imaginative experience

1.5 Express a personal response to stories or cartoons heard or viewed through digital media

• performing a segment from a cartoon in one’s own words

• creating a voiceover for an extract from a cartoon, interpreting facial expressions and other visual clues to inform own response

• retelling a story and discussing preferences and reasons

1.6 Participate in performance of children’s songs, nursery rhymes with a focus on rhythm, stress and meaning

• exploring a range of nursery rhymes and noticing rhythmic features such as 押韵

• experimenting with stress in nursery rhymes and discussing the effect of placing stress on different syllables

• performing a song using gestures to help convey meaning

Moving between/translating

1.7 Recognise equivalences in meaning of words and phrases used in familiar social contexts across languages

• participating in class discussions to share ideas on how to render ideas in alternative languages

• sharing in group reading of big books and commenting on ways in which ideas are conveyed across languages

Expressing and performing identity

1.8 Find ways to give expression to their Chinese identity

• participating in interactions and performances that discuss or represent aspects of their own cultural identity, for example participating in culturally significant celebrations
• sharing ideas on the importance to their own identity of speaking Chinese

Reflecting on intercultural language use

1.9 Recognise how relationships influence language choice
• discussing language choices expected or required in diverse contexts, for example apologising, congratulating, expressing thanks, declining, rejecting, complaining
• learning to interact with consideration of the cultural background of participants

Understanding

Systems of language

1.10 Focus on the pronunciation, tone, syllables and rhythm of Modern Standard spoken Chinese
• participating in activities aimed at raising awareness in pronouncing and differentiating between the four tones
• mimicking the ‘flow’ of a sentence in Modern Standard Chinese, using gestures to help demonstrate tones and stress
• repeating aloud authentic material with strong rhythmic features such as classic poems 《咏鹅》

1.11 Engage with characters as the written representation of the spoken language and associate characters and component forms with their sounds and meanings
• recognising characters as the written form of Chinese language and differentiating from characters from other orthographies, such as Roman alphabet, Arabic numerals
• 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

1.12 Recognise the morphological nature of Chinese words
• 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

1.13 Recognise word types and understand basic rules of word order across languages
• 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 there are basic rules of word order in both Chinese and English (person – do – things)

1.14 Identify 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

Variability in language use

1.15 Employ expressions and gestures appropriate to context when interacting with others
• engaging in activities that explore forms of interaction with diverse participants, for example greetings and farewells, expressing apology and appreciation
• 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)

Language awareness

1.16 Understand that Chinese is 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
• making personal connections with particular dialects of Chinese, for example 我爷爷说广东话

Role of language and culture

1.17 Compare aspects of Chinese and Australian culture and recognise the differences and similarities in people’s practices in communication
• exploring concept of ‘culture’ and identifying aspects of culture such as festivals and celebrations, lifestyle and diet
• learning about cultural artefacts 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
Years 3 and 4 (Level 1)

Band Description

At this level the teacher talks predominantly in Chinese to instruct, explain and interact with students. The teacher explores and enhances the students’ understanding of the similarities and differences in the Chinese and English writing systems. 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 awareness and connect these understandings with their oral vocabularies. They also develop their morphological awareness by exploring the relationship between characters and morphemes and the words in which they appear.

Oral language use includes drawing upon 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 and compare with the experiences of their peers. Teachers support students in beginning to explore the world of text through age-appropriate readers and non-fiction texts related to other learning areas. In addition, they begin to read fables and legends. Written language use includes beginning to recount lived experience and create imaginative stories with the support of vocabulary lists and model texts.

Students explore the concept of identity, in terms of their individual and family lives as well as within the broader concepts of Chinese language and culture and the Chinese-speaking world.

Content Descriptions and Elaborations

Communicating

Socialising and taking action

2.1 Socialise with others through conversation and correspondence to share their experiences in the Chinese world

- talking with classmates, for example “最有趣的一天” ; “我的爸爸”
- 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
- using written correspondence to share personal information (such as 我今年九岁了，上三年级。); request information from others by asking questions (such as 你多大了？); share experiences (such as 我在中国)

2.2 Engage in discussion of topics of interest from other learning areas, for example English, Mathematics, Science, History

- discussing topics beyond the immediate home context, for example 名人 and 地理
- learning other subject matter using Chinese such as 乘法口诀 and comparing to English
- 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
2.3 Participate in cultural events and personal and community celebrations

- participating in organised activities involving aspects of Chinese culture such as 做花灯; 看龙舟比赛;剪窗花,
- sharing experiences of Chinese community activities such as traditional festivals and celebrations
- exploring fixed 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
- writing invitations, greeting cards and posters related to a cultural event with appropriate format and relevant propitious phrases or symbolic characters
- making posters to celebrate a special event, such as 端午节, sharing the origins and stories of the festival with others

Obtaining and using information

2.4 Read texts encountered in everyday contexts to identify and name specific characters and words

- becoming aware that familiar people, such as parents, teachers, peers, people in their community, are diverse sources of information
- learning to evaluate the relevance and significance of sources, for example “我可以问我的妈妈，因为她去过新加坡”
- identifying key words to locate information, for example in the chapter titles of a DVD

2.5 Extract key information from diverse sources relying on textual and contextual clues

- identifying key structural words to assist in understanding information, for example 然后
- making connections between images and charts and the meaning of texts
- applying a range of skills, including scanning and skimming, to locate information

2.6 Organise factual information to convey to others a sequence of events or a procedure, connecting intentions and meanings by relating words to voice, expression and gesture in interaction

- extracting key information to share with others, for example summarising and sharing one aspect of a topic to contribute to a group response
- listing examples of factual language encountered, for example 1985年的某一天, 宏大（in comparison to 巨大）
- recognising and using sequential markers such as 第一, 第二, 第三 in texts to follow or outline a procedure
- matching steps to a procedure, for example organising pictures in the right order to demonstrate how to make dumplings

Responding to and expressing imaginative experience
2.7 Listen to stories, fables and legends that convey cultural values and traditions and respond through performance and discussion

- exploring a range of stories, fables and legends, such as 《孔融让梨》、《井底之蛙》、《铁杵磨针》, and discussing the relevance and significance to contemporary life of the cultural values conveyed
- learning about 成语故事，for example
  《指鹿为马》、《狐假虎威》、《买椟还珠》, and discussing the meaning of these 成语 in various contexts
- 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》

2.8 Explore diverse forms of children’s entertainment and engage with characters and experiences encountered

- engaging with entertainment that is designed for young children such as TV programs, songs, plays, games in digital media
- discussing formation and features of characters in various forms of entertainment, such as differences between 喜羊羊、懒羊羊、美羊羊, and how these differences are played out in the cartoon 《喜羊羊和灰太狼》
- learning to evaluate forms of entertainment such as TV programs, songs in Chinese, for example 我喜欢这首歌因为它的歌词很美。
- appreciating and exploring examples of traditional texts, including classical poems, for example 《静夜思》, 《春晓》, 《咏鹅》
- reading aloud or reciting texts, paying attention to pronunciation, prosody and emotion
- 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
- experimenting in their own communication with words and phrases encountered in imaginative texts

2.9 Create and perform short stories reflecting experiences and events through imaginative contexts

- creating stories by following examples discussed in class, focusing on character features or particular ways to tell stories
- performing plays with allocated roles using imagined everyday contexts, such as in school, at home, in the community
- 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

Moving between/translating
2.10 Identify and explain cultural ideas expressed in everyday social contexts across languages

- identifying culturally-specific phrases, for example ‘mate’ in Australia, and ‘吃了吗’ in China
- sharing insights into why particular cultures value certain colloquial language

2.11 Engage with bilingual texts and explore different interpretations and representations of ideas

- comparing versions of a common text across languages and identifying issues in conveying common meanings, for example how to render 小心 into English
- considering alternative ways of interpreting ideas, including choices of image and layout in different translations of the same text

Expressing and performing identity

2.12 Identify and describe ways in which they express their Chinese identity in interactions with diverse others

- engaging in cultural performances and community events and appreciating the sense of association they feel with these events
- describing contexts in which their engagement with Chinese language and culture creates a real sense of belonging

Reflecting on intercultural language use

2.13 Explore how language choices influence relationships between participants

- identifying levels of politeness, respect and formality likely to influence effectiveness of interactions in diverse contexts, for example 请问，您图书馆在哪儿? compared with 图书馆在哪儿?
- making a judgment on how to address and refer to others, for example whether to address a stranger as 姐姐 or 阿姨

Understanding

Systems of language

2.14 Develop phonological awareness and appreciation of the tonal nature of spoken Chinese

- 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
2.15 Develop fine motor skills appropriate to Chinese writing conventions (方块儿) and learn to relate sounds and meanings to components and sides in characters

- 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: 十 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
- making connections between meanings and sounds of components and meanings and sounds of characters, for example 目 ‘eye’ in 看 ‘to look at’
- learning about Chinese writing conventions, including direction of text and punctuation

2.16 Rely upon their morphological awareness to infer meanings of unfamiliar words

- 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; meaning ‘quiet’ in 冷清

2.17 Develop ways to structure sentences to elaborate own ideas

- elaborating ideas in sentences including 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。

2.18 Focus on the structure and cohesion of texts and develop skills to communicate in different genres

- recognising features of various genres, including narrative, explanatory texts, reports
- 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

Variability in language use

2.19 Explore alternative ways of expressing ideas and appreciate that the context influences which ways are used

- 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 妈妈，我要用电脑。

Language awareness

2.20 Explore diversity in dialects and contexts in which Chinese is used in Australian communities

investigating diversity in spoken Chinese and identifying differences in phonology across dialects, for example exploring greetings in dialects such as Cantonese, Hakka and Shanghainese, and comparing the pronunciation of words

accessing local Chinese media such as radio stations, satellite TV stations, newspapers, and viewing Chinese programs in mainstream media, such as Chinese (Mandarin) news on SBS or Chinese websites

discussing reasons why Chinese is used in Australian communities and making personal connections to these reasons

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 Putonghua

2.21 Compare features of traditional and simplified characters

exploring texts in both forms of characters and analysing differences in orthography, for example 门 and 門

knowing the use of both forms of characters in the local community, for example 《大洋时报》 uses traditional characters

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。

2.22 Explore the impact of English on their Chinese language use

recognising transliteration in Chinese, for example 可口可乐

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。

2.23 Use technology for everyday communication

learning to use digital inputs such as Pinyin input to generate texts

exploring text types related to technology and identifying features, for example the use of emoticons in mobile phone texts
• exploring the digital world in Chinese, for example social media websites, search engines in Chinese

2.24 **Understand the potential positive and negative effects of language choices on communication**

• recognising 褒义词 and 贬义词 such as 高大 are often used with a positive meaning

Role of language and culture

2.25 **Understand how the language they use represents cultural meanings in specific ways**

• 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’
• reading stories with four-character expressions such as 拔苗助长 and exploring how these phrases are used in daily communication

**Foundation to Year 4 (Level 1) Achievement Standard**

By the end of Level 1, students ask and respond to questions about experiences and events. They engage in discussions about routines at home and school. They participate in creative performances in collaboration with others. They create short texts to share personal information and to celebrate special occasions, supported by word lists and resources available in their environment. They follow instructions and use demonstratives (这、那、那些) with measure words and verbs to indicate agreement and preferences (要、想、喜欢).

By the end of Level 1, students understand that Pinyin represents spoken language and map Pinyin against their own speech. They recognise features of the Chinese writing system; the range of strokes and their sequences in character writing; and the relationship between components and radicals and sound and meaning. They recognise that Modern Standard Chinese is a language of global importance and describe the diversity within the Chinese language, and within their own community. They describe features of Chinese culture and compare how ideas are conveyed across languages and cultures.

**Years 5 and 6 (Level 2)**

**Band Description**

Students are immersed in Chinese, with the teacher talking predominantly in Chinese to instruct, explain and interact with students. The role of English is also important in comparing languages and exploring complex ideas related to language, culture, learning and concepts from other learning areas. Students use Chinese language to express their own interests and experiences and issues related to their social environment and personal development. Their language use includes active communication with their extended family and in the life of their community. Engagement with ICTs through game-based learning and age-appropriate websites is also encouraged. Students engage with language through visual media, listening and viewing music, cartoons, stories 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 children’s literature with a focus on comparing meanings in bilingual readers. Students read non-fiction texts to explore information about people, places and events; texts are often glossed with Pinyin or are supported with vocabulary lists. Students begin to explore the world of text online, learning how to search and access information in digital formats. They write a weekly journal/diary of life experiences to share with their peers and 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.

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 explore the world of Chinese language with a focus on extending their contexts and purposes of use and refining their skills in using language as appropriate to purpose and audience. They participate in activities that focus on pronunciation, tone and rhythm, such as poetry, drama and rhyme, 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.

Students explore their connections to the world of Chinese language and culture and enhance their understanding of the importance of language, culture and family to their sense of Chinese identity. They also 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 containing a moral message, as well as the origin and influences of historical figures such as Confucius, Sun Yat-sen, Deng Xiaoping, Mao Zedong, Lu Xun and Li Bai.

**Content Descriptions and Elaborations**

**Communicating**

**Socialising and taking action**

3.1 **Interact and correspond with others in diverse social contexts to share aspects of own lived experiences and inquire into the experiences of others**

- engaging others in a conversation (你知道澳大利亚的国宝是什么吗？) and inviting response (你觉得什么最好玩？)
- using appropriate language and manners in various social contexts, for example to enquire, request, implore, demand
- composing messages with expected structure, such as appropriate format for writing text messages, emails, letters
- differentiating language reflecting oral and written styles of language, such as 我要吃好吃的。中国有很多美食。
• keeping a weekly or daily journal, recording highlights of school or home life, such as 袋鼠岛游记, describing and elaborating on details of experiences, for example 这次暑假过得很快乐，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。

• starting to reflect on their Chinese learning and recording and sharing experiences and opinions, for example 这个月我读了......我喜欢看这本书，因为......。我还学到了... ...

• discussing and applying traditional language learning strategies such as 读书笔记, 成语收集, 晨读朗诵

3.2 Discuss issues and express opinions and ideas on topical issues such as health, safety and wellbeing

• initiating discussion with peers on issues relevant to their lives, for example migration; traditional and modern lifestyles and values; language learning

• presenting own informed opinions (我觉得我们应该帮爸爸妈妈做家务) and acknowledging others’ opinions, for example 你说得对

• applying a range of strategies to convince others, for example giving examples (澳大利亚人说很多语言，比如英语，汉语，法语等等); comparing information (中国人口比澳大利亚的多)

• learning about and knowing appropriate manners to interact online

• exploring various media and comparing language use, for example popular internet terms such as 我是这个乐队的‘粉丝’, 我 ‘顶’ 你

3.3 Use Chinese to participate in activities within their local community

• enquiring into aspects of life of extended family members living overseas, for example web-chatting with a cousin in Malaysia; contacting family members prior to a visit

• listening to or viewing community media such as television or community publications, and participating in activities, for example a singing competition

Obtaining and using information

3.4 Summarise information and express a personal view on current issues encountered in educational programs and texts

• accessing information to form a personal view on issues relevant to their lives, for example viewing TV programs for young people such as 《智慧树》

• identifying and selecting sources to find information on a particular topic, for example 移民、语言学习、奥林匹克运动会的历史

• employing Chinese search engines to access diverse sources of information online

3.5 Access sources to elicit information on topics of interest, making connections between their own experience and the world of knowledge

• learning to analyse what information is needed to research a topic and choosing the most suitable sources
• accessing information on the internet and applying a range of strategies to select relevant information, 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 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 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
• inferring meaning of terms by making connection to personal experiences and knowledge of the world, for example understanding “黄山归来不看岳” by connecting knowledge or experience of visiting 黄山

3.6 Organise and categorise information from diverse sources, or follow instructions and procedures in order to undertake a task

• selecting ways to present information considering the audience, for example presenting a ‘live interview’ to make news more immediate
• using words and phrases appropriate to presentation style, for example greeting an audience with ‘亲爱的观众朋友，你们好。’
• organising and presenting information in ways appropriate to purpose and audience in multiple formats, such as 海报系列; 短片; 报告, and potentially publishing through digital media
• following instructional texts to complete an action collaboratively, for example 如何画中国画
• using texts when planning and preparing for events, for example following procedures on how to prepare a traditional New Year celebration
• recording information in a suitable format, for example watching a TV cooking show then converting each step into a recipe with essential information including ingredients, amount of each ingredient, amount of time required

Responding to and expressing imaginative experience

3.7 Share opinions on aspects of performance and language use in the world of popular culture

• exploring various forms of Chinese popular culture, including 流行歌曲、电影、电视剧、娱乐新闻, and sharing own preferences
• comparing popular performance across cultures and evaluating performances with attention to their aesthetic values and the influence of Western popular culture
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

3.8 Analyse features of entertainment and aesthetic expression across languages, cultures and generations

- appreciating stylistic devices used in popular song lyrics, such as 重复 and comparing them to English songs
- differentiating synonyms with different levels of intensity or styles of language such as 开心, 快乐伤心 and 悲伤
- exploring entertainment for different generations and comparing the content and the 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.
- appreciating the role of literature in maintaining moral values and exploring how these values change across cultures and over time
- exploring Chinese values and morality tales expressed through children’s literature including fables and traditional stories, such as the concept of 寓意 in 动画片, 小人书
- comparing values 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?)

3.9 Create and present collaborative performances in diverse modes in imagined contexts

- planning and presenting performances with consideration of the audience and the purpose
- creating performances collaboratively focusing on the use of appropriate language style, for example creating own talent show and using language appropriate to a ‘judge’s comment’
- experimenting with presenting ideas via different media and discussing the influence of media on language use, for example presenting a fashion show in a magazine and on TV
- experimenting with descriptive language to capture the characteristics of people, events and intensity of emotions and feelings to create stories in various literary styles
- describing objects in detail 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。
- experimenting with literary styles appropriate to a range of genres, such as 记叙文, 散文, 诗歌

Moving between/translating
3.10 Mediate messages as appropriate to the needs and interests of participants in interactions across cultures

- 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

3.11 Explore diverse ways of expressing ideas in translation and discussing the implications of potential ‘loss’ of meaning through translation between two languages

- engaging in discussion about multiple ways of interpreting values expressed in texts
- exploring the functions of digital translation tools and discussing their strengths and weaknesses

Expressing and performing identity

3.12 Recognise how their identity as Chinese speakers and members of the Chinese community influence their interactions with others

- engaging with Chinese peers in diverse contexts and locations and reflecting on similarities and differences in their sense of identification with the language and culture
- identifying and discussing contexts and times in which their Chinese or Australian identity is more dominant

3.13 Describe aspects of their bilingual identity by relating their lives to members of diverse communities

- comparing own identity with emotions and experiences expressed through texts and the experiences of others

Reflecting on intercultural language use

3.14 Reflect on language choices they make to establish and maintain relationships with participants of diverse backgrounds and generations

- 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
- identifying how their own language and cultural identity influence their linguistic choices and decisions in interaction across cultures

Understanding

Systems of language

3.15 Speak with attention to tone, stress, phrasing and recognising how syllables impact on each other in everyday speech

- recording information in Pinyin and using Pinyin digital input to generate texts
- reading printed information in Pinyin and mapping to their known oral language
• recognising syllable changes in speech, including change of tonal value and tone sandhi, such as ‘不要’

3.16 Read with attention to forms and function of components, and refining writing skills to develop a personal style of character writing

• identifying familiar semantic and phonetic components of compound characters in order to map characters to known oral language
• inferring the meaning of characters by identifying components, and using contextual clues to map the form of characters to sound and meaning
• writing characters with appropriate structure and proportion without 田字格
• 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

3.17 Differentiate contextual meanings of individual characters to assist comprehension and vocabulary development

• recognising grammatical functions of common suffixes and prefixes to assist comprehension in reading, for example recognising 子 in 毯子 as a noun suffix
• discriminating between the contextual meanings of characters with multiple meanings, for example 家 as in 家人 and in 画家

3.18 Experiment with and manipulate structures and features of language to enhance quality and clarity of expression

• 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 他把杯子狠狠地仍在地上 and 杯子被他狠狠地仍在地上。

3.19 Recognise particular properties of texts and to analyse textual, linguistic and cultural 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
• experimenting with rhetorical devices in own speech and writing

Variability in language use
3.20 **Explain how language use differs according to relationships between participants**

- recognising words and expressions reflecting a participant’s seniority and authority, for example 您老、敬请
- identifying variability in language used in diverse contexts, for example in supermarkets; at the doctor’s; when visiting a friend or relative
- recognising language use reflecting diverse levels of formality, such as 爷爷 and 祖父
- analysing language use to show different levels of intimacy or distance between participants, for example 咱俩、我们、我和您
- using language to reflect formality appropriate to context, for example 累死了 and 非常疲惫

3.21 **Differentiate features and rules for expressing meanings in spoken and written modes**

- knowing that there are different applications of grammatical rules in spoken and written language, for example in ordering food 你来点儿什么? 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……

**Language awareness**

3.22 **Differentiate features of Chinese language use across the Sinophone world**

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

3.23 **Recognise features of characters represented in both traditional and simplified forms**

- naming the written form by identifying key features of the characters, such as recognising 風, to know the text is written in traditional character
• knowing the reasons for simplification of Chinese characters and discussing its pros and cons

3.24 Explore the ecological relationship between languages and appreciate the value and function of code-switching in their own communication

• exploring language ‘borrowing’ such as yumcha, guanxi, kungfu as English words that are ‘borrowed’ from Chinese
• 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。)
• discussing the reasons for code-switching in personal language use and evaluating others’ opinions on code-switching

3.25 Appreciate the role of technology in engaging with the world of Chinese language

• exploring online tools to assist communication and learning, for example search engines, online dictionaries, translators
• understanding some nuanced use of online language, for example 88 (bye bye)
• experimenting with new technology to engage a wider audience, for example contributing to online blogs and other social networking sites

3.26 Explore the implications of word choices that tend to include/exclude others

• analysing language use to convey particular attitudes, for example favouring one person’s opinion over another; representing people in particular ways
• understanding the ‘subtle’ and ‘indirect’ ways of criticising
• exploring the concepts of stereotyping and generalisation in representations of individuals, groups and societies, and considering their impact on people’s understanding of and communication with others
• investigating representations of China and Chinese people in the media and discussing examples of ‘stereotyping’
• exploring representations of Australia in Chinese-speaking communities and summarising ‘generalised’ features of Australia expressed by others

Role of language and culture

3.27 Understand how particular cultural meanings are conveyed through fixed expressions

• exploring stories of 成语 and 歇后语 encountered in texts such as 朝三暮四, 姜太公钓鱼
• using fixed phrases to share or convey a cultural idea in own writing, for example 塞翁失马, 苦鸟先飞
• recognising words that reflect particular cultural understandings, for example 天气 means ‘weather’ but literally translates as ‘sky’s energy’
Achievement Standard

By the end of Level 2, students participate in interactions to comment on and compare opinions and experiences. They use a range of questions to make enquiries, seek clarification and use language and gesture to express understanding. They collaborate with others to create and present informative and creative performances, using voice and gesture to convey emotion and feelings. They access information from diverse print media to elicit information and convey it to others. They share experiences, describe events and people and express opinions to others in character texts using handwriting and digital methods, supported by word lists and resources available in their environment. They relate their own experiences to those presented in texts.

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.

By the end of Level 2, students explain the nature of tone-syllables and map these to their own Chinese speech. They recognise the relationship between strokes and components and apply this when mapping characters to sound and meaning. They use digital resources to enhance their ability to communicate when corresponding with others or expressing their ideas in writing. 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 compare features of familiar texts across Chinese and English, and describe how language is used to convey meaning. They recognise diversity within the Chinese spoken and written language, and identify the range of languages, dialects and cultures represented within their own families and community. They recognise and describe features of culture reflected in communication practices and apply this to their own interactions with others.

Years 7 and 8 (Level 3)

Band Description

Students are immersed in Chinese language, exploring issues related to youth culture, features of diverse Chinese living and social environments. They begin to explore social issues, including environmental conservation, family structure and welfare. Students increasingly access information related to topics of personal interest on the internet and from local sources.

Oral language use includes participating in discussions and presentations about topics related to the history and geography of Chinese-speaking communities. Students initiate enquiry into topics of interest through questioning and through increased engagement with members of their local communities. They engage with language through visual media, listening and viewing music, TV series, documentaries to explore the world of Chinese language users.

Written language use includes reading online texts, using a range of dictionaries and translation tools to support comprehension. Students read abridged bilingual versions of classic and contemporary literature, connecting to film and television 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 persuasive language and 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 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. Students also explore their place in the Australian community and the influences on their own individual identities.

Content Descriptions and Elaborations

Communicating

Socialising and taking action

4.1 Exchange ideas and share own perspectives on issues and events in interaction with others

- elaborating on own perspectives and clarifying ideas and opinions on topics of common interest, 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。
- recognising ways to use 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 summarising various perspectives in interaction, for example 大家的意思是……或 也就是说……

4.2 Participate in discussions about social issues, acknowledging and responding to the ideas of others

- acknowledging the ideas of others by indicating agreement or disagreement in non-judgmental ways, for example indicating obligation (必须; 一定要) or level of choice (没办法、不得不) when unable to meet expectations
- exploring others’ perspectives and the influences on their perspectives, asking questions and inviting further elaboration, for example 你为什么说……?
- 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。

4.3 Engage with members of their local Chinese community through involvement in organisations and events

- collaborating with others to volunteer time to support the organisation of a community event and taking initiative in the coordination and negotiation of their involvement
- participating in projects to benefit other learners and speakers of Chinese, for example developing readers or multimedia learning tools for young Chinese children in the community; establishing a peer mentoring program to support learners of Chinese in local primary schools

**Obtaining and using information**

**4.4 Locate sources of factual information to develop an informed position on an issue**

- accessing information from diverse sources, such as advertisements, articles, blogs, chat forums, to inform self and others
- comparing information presented in various sources, for example assessing information about China in an encyclopaedia and on a tourism website, discussing the differences of focus and why there are such differences across sources
- making a list of possible resources before undertaking a research project and giving reasons for why these resources might be useful

**4.5 Collate information from multiple sources to create a comprehensive view of an issue or event**

- 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。
- 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......

**4.6 Prioritise and organise information to explain and support own opinions**

- contributing to class blogs or discussions to present information drawn from reports and articles
- developing note-taking skills when listening to and reading texts and organising notes using graphic organisers and other tools
- prioritising information to suit a particular purpose, for example engaging the audience’s attention by presenting disastrous consequences of climate change before listing reasons and solutions to the problem
- presenting a balanced view on contemporary issues using evidence including statistics, imagery

**Responding to and expressing imaginative experience**

**4.7 Engage with the world of popular culture and discuss how features of language are used to convey meaning and influence audience engagement**

- recognising how the emotions, attitudes or intentions of a performer, author or character are conveyed through language
- understanding how music, imagery and stereotypical representations of people, places and practices are used in contemporary youth media to influence audience responses
• analysing how emotions, for example happiness, sadness, homesickness, are expressed in popular songs, TV programs

4.8 Compare humour, drama and other features of entertainment across generations and contexts
• exploring regional influences of popular culture of Sinophone world, such as 港台流行歌曲; 港片
• 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

4.9 Create imaginative responses to issues or events of interest to young people
• creating a play or a multimedia presentation to express the concerns of young Australians to Chinese-speaking communities
• responding to literary texts such as《某某后传》through creative writing

Moving between/translating

4.10 Identify ways to effectively convey cultural values and concepts across languages
• expanding their own repertoire when moving between languages, considering alternative ways of translating ideas and their own choices and preferences
• 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 when moving between languages
• using Chinese-Chinese dictionaries to enhance understanding of subtle differences in how and when words are used, and applying newly learned vocabulary in their everyday interactions

4.11 Consider the assumptions inherent in the use of particular words when translating across languages
• 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
• 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 assumptions (英俊 is used to describe males); significance assumptions (会见 vs 见面); formality assumptions (光临 vs 来到)
4.12 Consider values taken for granted in one language when translating ideas into another

- exploring influences on word formation, for example the school subject Language is called 语文 not 汉语 or 中文
- 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

Expressing and performing identity

4.13 Recognise the diversity of linguistic and cultural influences on their own identity in interactions

- identifying and relating experiences in which their Chinese identities are central to their self-expression
- reflecting on times when linguistic and cultural aspects of their identity are questioned and challenged

4.14 Explore and compare expressions of identity in public and private contexts across cultures

- identifying diverse ways their Chinese identity is played out in local communities, for example through membership of community associations and interest groups
- 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

Reflecting on intercultural language use

4.15 Engage with others in ways that validate or negotiate the others’ identity through deliberate choice of language

- being sensitive to possible offence to others in interaction and considering questions to ask about the other person’s cultural background
- recognising one’s own tendency to generalise or stereotype during interaction (such as 地域歧视)

Understanding

Systems of language

4.16 Identify features of their own speech and compare these to standard Putonghua

- comparing the 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
- 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’
• developing tone discrimination when listening to interactions with speakers in diverse contexts

4.17 Apply knowledge of the principles of Chinese characters to map sound to meanings 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 inputting Chinese into a digital text
• using their character knowledge to infer potential sound and meaning of new characters encountered in text

4.18 Apply understanding of the process of word formation and knowledge 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 餐, 飯; 玩, 做; 做, 作

4.19 Experiment with alternative 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。”

4.20 Explore subtle differences in how genres are organised including the ways in which ideas and arguments are developed
• evaluating the effectiveness of an author’s way of sequencing and elaborating on ideas in achieving their intended purpose
• comparing texts on a common topic (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

4.21 Recognise the textual features of formal genres and apply these to their own speech and writing
• 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
• reading samples of formal texts such as news articles, official letters and informative reports, identifying how language use compares to their own everyday speech
• recognising and applying features of diverse texts, for example comparing features of narrative, recount, report, procedure
• analysing and explaining the organisation and development of ideas or an argument in a range of genres, including textual features such as paragraphing

Variability in language use

**4.22 Recognise modifications that reflect different roles, relationships, settings and values in language used in interactions between Chinese speakers of diverse backgrounds**

• 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

**4.23 Recognise and compare features of oral and written language in diverse texts and contexts**

• exploring digital language for evidence of combinations of conventions of both oral and written language texts
• comparing transcripts of interactions to written accounts of a similar event and identifying differences in language use

Language awareness

**4.24 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

**4.25 Apply understanding of relationships between traditional and simplified characters to interpret meanings in texts**

• 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

**4.26 Examine the role of code-switching in local Chinese communities**

• examining words/contexts that often require code-switching and commenting on possible reasons for the linguistic preference for such words, for example asking why many Chinese people use ‘email’ even though Chinese has its own word
4.27 Explore the influence of the internet on language use, considering how new words are developed and used online and in the community

- exploring ways of researching in Chinese (for example through Google search; conducting surveys) and considering how to select relevant sources on topics of interest
- participating in Chinese forum discussions and experimenting with the use of internet words such as 楼主 and 排

4.28 Explore how language can be used to empower and disempower others, with reference to a person’s age, gender, ethnicity, nationality

- reading a famous speech from Chinese or English origins, for example 《我有一个梦想》 (I have a dream) and considering how the speaker positioned themself to achieve a particular purpose
- viewing various media (such as local newspapers, books published in China about Australia, brochures given to new arrivals from China in Australia) discussing the different interpretations of Australian culture and life, and the values and assumptions that underpin these views

Role of language and culture

4.29 Consider how their communicative practices are influenced by their knowledge of 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

Achievement Standard

By the end of Level 3, students interact and discuss ideas and share own opinions on issues, events and experiences. They access and collate information obtained from spoken texts and engage in discussions about events and social issues. They participate in creative performances in collaboration with others. Students access information, and evaluate information, experiences, and opinions from a range of print resources to inform others or take action. They access information related to other learning areas and compare how concepts are explained across languages. 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 (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).

By the end of Level 3, students speak with attention to pronunciation, tone and phrasing. They use digital resources and text creation methods to communicate with others, and use online and print dictionaries to assist in accessing information in Chinese texts. They understand and apply distinctive features of Chinese grammar and sentence structure to enhance their communication. They use
stylistic devices, including rhetorical questions and 成语 to influence and persuade others. 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 cultural and contextual understanding to correct interpretation of meaning. They recognise diversity within the Chinese spoken and written language, applying understanding of the simplification process when reading texts in traditional form characters. They also consider reasons for the use of particular regional dialects within their own community. They explain how features of Chinese culture impact on communication practices and in their own interactions with others across languages.

**Years 9 and 10 (Level 4)**

**Band Description**

Students are immersed in Chinese language, exploring and discussing issues and concepts drawn from their own experience and educational environment. They focus on topics related to their developing identity as Chinese-speaking Australians and comparing the experiences of young Chinese with other Australian cultures. They explore the nature of the relationship between Australia and the Chinese-speaking world, as well as broader global issues of environment and conservation; migration and adaptation; technology and change. They access information relating to these topics, learning to recognise diverse representations of issues, people and events, identifying diverse perspectives and exploring the values and beliefs of authors and the context (including time and place) in which they were written.

Their learning and use of language extends beyond the classroom to include their active engagement with the local community, exploring the life experience of Chinese in business, social and educational activities. They explore the lives of different generations through visits to aged community care, welfare services and community organisations. They engage with the community through local media, online noticeboards and participation in events, bringing in issues and ideas encountered in other learning areas.

Students connect with their home reading. They extend their register range in response to what they determine is appropriate (when, why). They elaborate their expressions, nominalise and complexify the expression of their ideas. They experiment with increasing sophistication in writing, through use of idiom and reference to classical literature. They explore examples of language use in classical Chinese stories (fables and legends) to identify values and beliefs that are central to Chinese identity. They also learn to appreciate their forms and historical value, and to appreciate how language changes over time. Students also engage with the world of popular culture and explore topical issues.

They explore who they are and the nature of their dual identities and bilingual capabilities. They recognise and describe generational difference. They look at identity as a concept and the nature of diversity in the sense of what it means to be Chinese. Students discuss how they can contribute to Australian society through maintaining their bilingualism and establishing a more stable identity where they are interculturally and intraculturally aware. They view their bilingualism as an asset for themselves and for Australia.
Content Descriptions and Elaborations

Communicating

Socialising and taking action

5.1 Lead discussions, engage with opinions and negotiate ideas with others to achieve desired goals

- collaborating to reach agreement by asserting, restating, conceding or negotiating in an appropriate manner, for example,就算是说......; 尽管如此......
- inviting others to contribute to discussions and provide feedback on own ideas using techniques such as rhetorical questions 你不觉得......吗？难道......?
- recapping the main ideas discussed, suggesting a suitable compromise or solution and explaining the reasons behind their suggestion

5.2 Participate in discussions and debates, recognising and responding to alternative ideas and perspectives

- exploring concepts related to topical and contemporary issues, including ethnicity and identity; social justice; environment; education and future pathways; technology; popular culture
- substantiating their position with examples from texts, quotes or statistical data and using 成语 or 谚语, for example 长久以前孔子就说过：“三人行必有吾师”
- asking questions, acknowledging strengths in the arguments of others and providing evidence to contradict, challenge or rebut alternate views

5.3 Become personally involved in local/community action to address issues of concern

- writing letters or articles for publication in local Chinese newspapers and community publications drawing others’ attention to local concerns, for example environmental issues
- persuading peers and others to volunteer their time in a project that supports other members of the local community, for example organising a concert to perform at an aged-care facility; providing tutoring in English for older members of the Chinese-speaking community

Obtaining and using information

5.4 Access information from diverse sources to appreciate alternative interpretations of issues or events

- accessing articles, history books, newspapers and documentaries to gain knowledge of the causes and potential outcomes of events and issues in contemporary societies
- comparing interpretations of historical and political events by diverse authors and across languages to develop an informed perspective
- recognising various perspectives on issues influenced by regional, cultural and individual factors and appreciating validity of each perspective
5.5 Make judgments about the relevance and objectivity of information when developing an informed position

- 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’

5.6 Elaborate and justify their opinions and position themselves on an issue

- experimenting with foreshadowing, signposting language and rhetorical questions to draw others’ attention to significant points or to outline aspects to be discussed, for example
  共有三种办法，我们可以先试一试......或者再试一试......还是不行的话就试一试......
- presenting opinions using strategies suited to audience/reader’s expectations, such as 欲扬先抑 (to criticise before praising)

Responding to and expressing imaginative experience

5.7 Explain the ways in which values and ideas are conveyed in traditional and contemporary forms of youth media

- 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

5.8 Express empathy with the experiences of authors, individuals and groups represented in imaginative 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

5.9 Create imaginative representations of their own perspectives on experiences in diverse times or places

- writing narratives, poems and reflective journals about people, places and communities in the Chinese-speaking world
- responding to topical issues of their past and current community through imaginative writing such as 微小说、微电影
**Moving between/ translating**

**5.10 Identify and explain assumptions or implied meanings expressed in word and grammatical choices**

- 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’, ‘clubbing’, ‘hanging’ in Chinese; expressing 百年树人 as ‘Rome wasn’t built in a day’

**5.11 Identify intentions and make judgments as to implied meanings of authors when translating across languages**

- 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 呦，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

**5.12 Consider the impact of word choices when conveying precise meanings across languages**

- 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

**Expressing and performing identity**

**5.13 Interact with awareness of how their language choices reflect their sense of place in the interaction**

- identifying examples of how they convey a sense of who they are when communicating with others

**5.14 Develop awareness of how their own sense of identity may be perceived differently by others and consider ways of taking that into account in interaction**

- 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 differences in selection of information to represent oneself in interactions with different people of different cultural backgrounds

**Reflecting on intercultural language use**

5.15 Consider how they present themselves and express their ideas to reflect or respond to the expectations of others in interaction

- 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**

5.16 Identify features of prosody and intonation and consider the role these play in Chinese speech

- 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

5.17 Apply knowledge of the principles of Chinese characters to develop reading proficiency in academic contexts

- 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

5.18 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 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)
5.19 Explore how academic and literary genres are organised and the ways in which information, arguments and narrative are developed in such texts

- 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

5.20 Engage with diverse representations of ideas, exploring how information is organised and used for a particular purpose, for example in academic reports, quantitative data analysis, theoretical and opinionated pieces

- 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。’

5.21 Access information and ideas from authentic texts to explore complexity of grammar and features of texts including the impact of visual and graphic features of texts

- 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

Variability in language use

5.22 Identify how changes in gender, social class and age impact on language use

- 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

5.23 Identify how language use in formal oral and written communication differs from everyday speech patterns

- comparing informal interactions about a current issue with discussions on news and current affair programs
- considering the impact of using formal language in establishing one’s authority or knowledge on a topic among participants in an interaction
• 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

Language awareness

5.24 Understand the role of Modern Standard Chinese as an international language and as a unifying influence among diverse Chinese-speaking communities
• 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 Putonghua (Mandarin) versus dialect in such places

5.25 Access simplified and traditional form texts on related topics, applying understanding of the simplification process to enhance movement between the two scripts
• identifying the two forms of key components and characters to build a passive vocabulary across both character forms
• conducting research on topics of interest from sources across both character scripts to identify regional perspectives on the topic, for example conducting research on the role of religion in diverse contemporary Chinese communities

5.26 Explore the influence of English on Chinese language use and the incorporation of Chinese words into English
• examining the context of use of guanxi, nihao and other familiar Chinese terms and phrases in Western cultures and the implications of this

5.27 Explore the development of ‘internet language’ across both English and Chinese language communities
• engaging in the debate on when and where use of ‘internet language’ is appropriate

5.28 Examine how language defines roles as outsiders or insiders in groups and cultures
• exploring examples of language that distinguishes between Chinese and Australian culture and between Chinese and English people
• 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

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

• 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 misinterpreted by English speakers as lack of confidence, engagement or initiative

Achievement Standard

By the end of Level 4, students interact with others to discuss and debate ideas and opinions on topics of interest and issues related to Chinese-speaking communities. They clarify and question the opinions of others to explore and understand alternative perspectives. They access information from a range of spoken texts and use the information to develop and substantiate their own position. They are active conversational partners, displaying familiarity with turn-taking routines and conversation fillers, and readily code-switch in order to maintain the flow of conversation. They participate in viewing creative performances and reflect on their own responses to the ideas, experiences and values presented. They read texts in Chinese to access information and build a balanced position 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 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 (such as比喻,排比, humour).

By the end of Level 4, students speak with attention to pronunciation, tone and rhythm. 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 accessing information in Chinese texts. They analyse the key features of Chinese grammar and features of sentence structure and compare language use across diverse contexts and modes. They identify how word choice and sequencing of ideas impacts on the effectiveness of the message. They respond to diversity within the Chinese spoken and written language, accessing texts in both simplified and traditional character forms. They also value the importance of regional dialects within their own community and the greater Chinese-speaking
world. They explain how features of culture impact on communication practices across languages and apply this to their own interactions with others.