Australian Curriculum: Languages
Chinese – First 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**

Through learning Chinese students learn about being Chinese in Australia. They begin to recognise their place and identity as members of a vibrant Chinese-speaking community in Australia and the potential role they may play in their global and local futures. They use Chinese to describe and discuss their life experiences in diverse contexts, focusing on comparing, understanding and analysing how language, culture and identity impact on their life experience. They explore issues of identity, migration, cultural adaptation, comparing educational experience, social practice and lifestyle in diverse locations.

Students explore the world of Chinese texts to access information and perspectives on issues related to their own educational and social experiences. They read informative texts about features of Australian life including history, social development and contemporary culture to build a better appreciation of their new lived environment. They access texts related to their learning across the curricula to enhance their educational experience. They discover multiple and alternative perspectives on Chinese and Australian culture, history and society represented in texts, and consider how their own assumptions about being Chinese are challenged or reinforced by these representations. They engage with contemporary culture through film, music, youth literature, contrasting contemporary Chinese culture with their developing experiences with the worlds of young people in Australia.

They use their Chinese to communicate their own experiences in their new community, to express their thoughts and feelings as they adapt to a new social and educational environment. They correspond with other Chinese speakers to compare experiences and build or maintain relations across diverse locations. They learn to present factual informative texts drawing on research, showing balance and reasoning in expressing their position. They write or speak with imagination to engage or persuade others to support a position or view, justifying their perspectives by drawing on ideas or experiences of others. They continue to engage with Chinese literature, drawing on contemporary literature in order to enhance their appreciation of literary styles and their own ability to write in more expressive and creative ways. They learn to explore where their ideas come from and how they are being expressed through their language and interactions with others. They develop their bilingual and bicultural identities as they learn to live and interact with the Australian community. They explore how their identities are changing through their lived experience in Australia, identifying points of friction between their values and those around them (in both Australia and China), and how to respond to these.
Content descriptions and elaborations

Communicating

Socialising and taking action

1.1 Recognise the cultural assumptions and social expectations of others when interacting in the Australian context

- initiating conversations with others, considering how naming practices compare across languages and how this reflects the nature of relationships, for example nicknames; use of first name rather than surname
- considering the appropriateness of language used when interacting in formal and informal contexts and comparing expectations of language used in diverse settings, for example 尊敬的各位来宾，女士们先生们…… vs 各位同学，大家好。vs 嘿，你们好吗？
- using appropriate strategies to maintain communication, for example explaining concepts and ideas when other participants are not familiar with the topic of conversation: 我很喜欢吃榴莲，榴莲就是那种有点臭，身上长很多刺的水果。

1.2 Share experiences and understandings of living in and developing social networks in a new cultural environment

- sharing experiences and comparing how their own cultural practices are maintained or adapted in their new living environment, for example 来到澳洲以后，我开始对土著人的艺术感兴趣了。
- comparing experiences in a new cultural environment, for example comparing the everyday experience of new arrivals with people of similar background who have lived in Australia for many years
- discussing concepts of friendship across cultural environments, describing own sources of social support within their local community, for example 我现在在一个羽毛球俱乐部打球，认识了不少朋友，挺开心的。

1.3 Take part in the Chinese community, appreciating the role they can play

- taking part in organised activities and establishing links with the local Chinese community, for example assisting their teacher to organise a celebration of a festival for the whole school
- contacting different local Chinese organisations and investigating their role in the local community
- considering the ways in which they can contribute to their local communities, including volunteer work and involvement in local groups, for example 我去了华人学校，哪儿的学生和我差不多大，都很努力。
Obtaining and using information

1.4 Seek out sources of information to strengthen understanding of their own experiences

- accessing information related to understanding their own experiences as overseas Chinese by searching digital media in both Australian and overseas media, such as 百度百科, 雅虎等网站
- developing skills to process information obtained, including note-taking and the use of graphic organisers to collate and organise ideas from diverse sources
- using evidence from sources to support their own ideas and opinions when presenting ideas to others, for example speaking to new students from China about adjusting to school life in Australia

1.5 Recognise the origins and motivations of sources in judging the relevance and credibility of information

- recognising multiple perspectives on issues and identifying the influences on sources or positions (such as country, religion, gender, ethnicity) to determine the perspective or credibility of sources
- identifying various types of sources (digital, factual etc) and discussing the relevance and credibility of information, for example comparing information presented in blogs with newspaper articles
- evaluating how different sources use language for a particular impact on audiences, for example considering how values and personal views are implied in an author’s word choices:屡败屡战, emphasis on the determination to overcome a failure屡战屡败; emphasis on the facts of many instances of failure

1.6 Develop and apply knowledge to enhance their educational and social experience

- obtaining knowledge related to their other learning areas, for example using Chinese textbooks or technical dictionaries to enhance understanding of new concepts and terminology studied in English
- accessing and organising information on educational and social topics through techniques such as paraphrasing, summarising, quoting, and expressing own perspective on the information obtained, for example 有些人认为......，另一些人则认为......，综上所述......
- presenting information to persuade or inform others about topics of relevance to young people, for example presenting a speech promoting the educational benefits of smartphones
Responding to and expressing imaginative experience

1.7 Engage with the world of popular culture and express a personal view on how the notion of ‘being Chinese’ is represented or perceived

- debating interpretations of how Chinese people and notions of ‘China’ are represented or depicted in other cultures, for example exploring impressions of references to ‘things Chinese’ on Australian television
- comparing ‘being foreign’ in China and ‘being Chinese’ in Australia, for example examining 汉语桥 competitions and discussing how Chinese-speaking foreigners are ‘celebrated’ in Chinese media
- sharing own life experiences with others in imaginative ways, for example by presenting a personal response to living in a diverse cultural environment by maintaining a blog on ‘life as a young Chinese in Australia’

1.8 Explore examples of classical literature and entertainment and relate values expressed to their own contemporary world

- discussing the impact of Chinese traditional entertainment in contemporary culture, for example 相声
- analysing classical poems and the values they convey, relating them to culturally significant events, for example Chinese New Year in 宋代诗人王安石《元日》
- using examples or quotations from traditional literature in their own writing, such as “三人行，必有我师焉” from 《论语》

1.9 Engage with literature and create imaginative responses that reflect the experiences of Chinese people in Australia

- exploring representations of the overseas Chinese experience and the development of local Chinese identity in Australia through reading texts such as The Sojourners in Chinese translation (Zhang Wei 2009)
- investigating contributions made by Chinese individuals and groups in contemporary Australian culture and discussing the cultural values that are conveyed through these contributions, for example artists Ah Xian and Guan Wei, author Sang Ye
- exploring their own connections and responses to overseas Chinese literature, for example the ideas and values reflected in 海外华人的文学作品 such as the song of 《故乡的云》
- creating own responses to the experiences of Chinese people in Australia, for example writing a blog reflecting on an interview conducted with an older member of their local Chinese community
Moving between/translating

1.10 Recognise linguistic and cultural challenges in conveying emotions and ideas from Chinese into English and vice versa

- examining terms and phrases that are challenging to translate from one language to another and discussing reasons for such challenges
- discussing cultural connotations of words that express emotions, such as ‘幸福’ vs ‘happy’; ‘天哪!’ vs ‘My God!’; ‘怎么回事?’ vs ‘What’s wrong?’
- comparing multiple ways of translating English terms and phrases into Chinese and discussing the effectiveness and focus of these terms, for example 苹果手机 or 爱疯 for IPhone

1.11 Identify experiences essentially Australian and create ways to effectively express these in Chinese

- recounting ‘Australian’ experiences they have had to Chinese audiences and discussing reasons why these experiences were significant to their understanding of Australian culture and society
- examining texts that introduce Australia to Chinese people produced by both Chinese and Australian media and discussing the differences in the ‘Australian experience’ depicted within them
- reflecting on the challenges of addressing cultural assumptions and stereotyping when discussing aspects of life in Australia

1.12 Mediate knowledge acquired in different linguistic environments, and communicate specialised subject matter across languages

- translating terminology from other learning areas across languages, for example science, mathematics and social science concepts and terms
- comparing differences in focus in subject content across the curriculum, for example comparing the subject matter in courses related to civics education across cultures and societies (such as 政治 in China)
- developing vocabulary and expressions in both languages to explain abstract ideas such as ‘quality education’ (素质教育)

Expressing and performing identity

1.13 Give voice to their changing identities as they adapt to life in a bilingual and bicultural environment

- exploring multiple aspects of the concept of ‘identity’ by contrasting ‘individuality’ (个体) with ‘collective identity’ (集体)
- discussing experiences of ‘returning home’ (回国) and how they feel about the lifestyle and practices of their old home
- reflecting on how their sense of being Chinese is influenced by their experience of living in Australia, for example by maintaining a journal or blog
1.14 Explore representations of Chinese identity in the local community and their own connection to these representations

- identifying situations in which they feel a sense of connection, including ways of using language and ways of being, within their local Chinese community
- discussing their own feelings and responses to ways in which Chinese identity is perceived and expressed in their school and local community

Reflecting on intercultural language use

1.15 Consider how their intended meanings are interpreted and adjust their language use to enhance understanding

- identifying features of communication in Chinese that are interpreted differently when applied in English communication, for example examining how adjusting from a tonal language to English sometimes results in miscommunication of emotion or a perception of being abrupt
- examining and reflecting on cases of interactions that do not achieve their desired goal and identifying strategies to enhance the effectiveness of their communication with others
- considering the responses of others in interaction and using questions and other strategies to clarify whether their message has been understood as they intended, for example 大家对这个问题还有什么疑议吗？不知大家还有没有什么意见和建议？

Understanding

Systems of language

1.16 Develop the metalanguage to discuss features of Chinese phonology

- using appropriate terminology to name and explain features of Chinese phonology and making comparisons with features of spoken English
- identifying features of spoken Chinese by comparing their own speech to the pronunciation and speech patterns identified in examples of Modern Standard Chinese in use, such as in news broadcasts
- identifying the use of the neutral tone and non-tonal suffixes such as 儿

1.17 Apply their systemic knowledge of orthography to enhance their own reading and writing practices

- inferring meaning and sound of unfamiliar characters encountered relying on knowledge of components and sides
- analysing relationships between characters and meanings in phrases representing auspicious meanings such as 年年有鱼一年年有余，年糕一年年高升, for example 枣栗子”就是“早立子”；“8”就是“发”；“584520”就是“我发誓我爱你
- applying understanding of orthographic principles in correcting mistakes in own character writing
1.18 Apply their knowledge of word morphology when encountering new words and contexts and enhance the impact of their own message

- identifying the relationship between characters in a word, identifying subtle differences in meaning to enhance their own communication, determining the appropriate context for related words such as 帮助 and 帮忙
- differentiating 形近词 based on the meanings of each morpheme, for example in 走进 and 走近
- analysing how words containing a common morpheme are related, for example how 乘 is used in 乘车 (take a ride), 乘机 (take a chance) and 乘法 (multiplication)

1.19 Compare grammatical features across languages and articulate their own understanding of Chinese syntax

- identifying distinctive features of Chinese grammar in contrast to other languages, for example in tense marking (了、过), possession, plurality
- enhancing their understanding of how information is organised to achieve particular communicative purposes, for example 是......的 and 被 structure
- experimenting with the use of diverse sentence patterns when composing own messages, for example 让步 and 转折

1.20 Understand features of text structure and organisation of ideas in diverse genres and compare writing styles across languages

- exploring diverse examples of writing and identifying features of particular styles such as 辞藻华丽, 平实质朴, 苍劲有力, 口语化
- applying appropriate discourse features when writing for diverse purposes, for example when giving oral presentations to the class considering how to appropriately address an audience, foreshadowing topics for discussion and incorporating references
- experimenting with different ways of sequencing and organising ideas to engage reader interest

1.21 Explore the content structure and format of texts drawn from classical literature

- exploring features such as text structure and format in classical literature, for example 五言 and 七言 in poetry; the absence of a subject in 李白《静夜思》
- comparing the organisation of and substantiation of ideas in essays in classical and modern literature, for example comparing 周敦颐《爱莲说》 and 余光中《莲恋莲》
- engaging readers and developing their own ideas with reference to classical literature (引经据典)
Variability in language use

1.22 Recognise how assumptions about language use in diverse contexts are challenged in new linguistic and cultural environments

- considering how their own use of language differs from the language they hear and see used in everyday contexts in Australia and elsewhere
- identifying and comparing ways in which sensitive topics are introduced and discussed across languages, for example comparing the Chinese custom to ask direct questions about age, income and other personal matters with the particular contexts in which these questions are asked in English
- reflecting on possible differences in assumptions about words used by others, for example the diverse implications of using the term ‘他的店很肮脏’

1.23 Appreciate expectations of how language is best organised and expressed when communicating for particular purposes

- recognising cliché, examining cases of ‘breaking ’ a cliché and the impact it might cause such as 脑经急转弯 questions
- using classical terms and expressions including 成语、歇后语、俗语 appropriate to context, such as using 亭亭玉立 to describe young girls
- discussing ‘taboo’ terms across languages and using terms suitable for the context, such as different words used for 死 (die): 驾崩 (皇帝)、仙逝 (长辈)、去世 (一般人)、香消玉损 (女性)

Language awareness

1.24 Appreciate diversity in dialects spoken in their immediate community and across the Sinophone world

- identifying the range of dialects spoken in their local community and the impact of migration patterns and education policy on dialect maintenance and use
- exploring the connections maintained between different Chinese communities within and beyond Australia, for example Hakka Chinese in Darwin from East Timor
- exploring the distribution of dialects across the Chinese-speaking world and reasons for the establishment of particular dialect groups in Australia and overseas

1.25 Analyse features of traditional literature in their original and contemporary forms

- analysing rules of intonation in classical poems and the impact on modern poetry
- exploring ‘symbolism’ in classical literature and in modern pop culture, such as the connotations of key terms like 凤凰
- discussing the revival of the study of traditional texts (国学) and the reasons for such interest in the past
1.26 Identify ways Chinese and English are used and how they influence each other in bilingual environments

- reflecting on own experiences of code-switching when communicating with other Chinese speakers in Australia and explaining its reasons and functions
- discussing the impact that living in an English-speaking environment has had on their Chinese speech, for example using mixed language in a sentence; using English structure in Chinese sentences
- reflecting on changes in accent during communication such as 港台腔, 京腔

1.27 Understand how technology is impacting on their literacy practices

- considering the role technology plays in their own lives and how it impacts on the way they communicate with others
- identifying examples of internet language and discussing how these shape or impact their own language use, for example ‘囧’, ‘槑’, ‘烎’
- comparing ‘internet novel’ (网络小说) with contemporary 小说 and identifying the impact of media in popularising and increasing accessibility to Chinese literature

1.28 Appreciate the roles of Chinese and English as languages of power and influence in the world and their lives

- identifying how their knowledge of Chinese and English opens up opportunities to expand their own world views and to enhance others’ understanding of Chinese culture and alternative world views
- considering the role of Chinese and English in the world, for example examining the popularity of Chinese and English in second language programs and why individuals and nations believe proficiency in these two languages is important

Role of language and culture

1.29 Consider how their own knowledge of languages and cultures influences their communicative practices

- exploring the concept of ‘culture’ in English and contrasting to Chinese ‘文化’ (which also includes the meaning of ‘literacy’) and starting to understand other 文化 in comparative terms
- explaining how culture impacts on their own communication, for example ‘Did you take offence that the host didn’t offer food at the party? Why might some Chinese find that offensive?’
- knowing that communicative practices might be perceived differently across cultural boundaries, for example in accepting a compliment saying that, ‘If 谢谢 is used, it might make me look 自大’

Achievement standard

Students interact to discuss and debate issues related to their personal, social and educational worlds. They talk about their personal interests, hobbies and sporting activities, their social life and...
friends, and leisure time including film, music and TV interests. They share information about their school experiences, and their process of adjustment to a different cultural and linguistic environment. They relate to and explain cultural values and practices in the Chinese community, and relate their own experience within these. They express a view on most topics or issues relevant to young people today, with comparison between the life of young people in Australia and China.

Students interact naturally, using appropriate phrasing and correct structures, expressing their experiences and opinions logically, using conjunction words to connect ideas, attributive clauses to embed details and conditional clauses to qualify information. Students engage actively in conversation showing little hesitation to respond even when the subject may be unfamiliar. Students are able to understand a wide range of questions, and answer effectively. They expand on ideas without hesitation, needing minimal support from interlocutor to assist understanding. Students use a range of natural strategies to maintain the conversation, and self-correct without hesitation. They use techniques such as facial expressions to engage with the interlocutor, for example nodding to show understanding, and contribute to the discussion or direct the conversation through detailed elaborations. They express disagreement or clarify meanings as the conversation develops, thus playing an active role in the development of the conversation. They seldom hesitate to offer an answer even when asked open-ended questions about more abstract concepts such as customs, lifestyles, or comparisons across cultures. Students are able to keep the natural flow in the conversation. They display appropriate rhythm and pauses in sentences with fluent and natural spoken expression, with occasional pauses to consider how best to respond. Answers are often short, expressed in a natural manner, with considerable ellipsis. They apply formal and informal styles or register as appropriate, maintaining the interaction with confidence and ease. Pronunciation is clear and accurate, with occasional regional accent evident.

Students write texts related to issues of interest to young teenagers. They write a range of interpersonal texts such as diaries, articles, letters and emails, and informational and imaginative texts, for example to persuade, advise, recommend, evaluate, justify opinions and ideas. The nature of students’ writing displays the depth of their linguistic knowledge. They share detailed information about people, places and events, and make comparisons across time and place. Students’ language resources are sufficient to enable them to generate ideas on many topics, but their responses may be restricted or superficial. Students use a wide range of vocabulary reflecting their usual contexts of use and extending into specific topics of interest. Students express facts, opinions and personal ideas readily and employ a range of colloquial forms and idioms and adages to demonstrate their confidence and linguistic skill. Dialect vocabulary is occasionally used by speakers of languages or dialects other than Putonghua (Mandarin). Students write texts with recognition of features of the text type and use devices to create cohesion across the text as a whole. They use letter features, such as salutations, and appropriate terms of address. Ideas are clearly sequenced and information is presented in paragraphs with a clear relationship between ideas. Writing is presented in an appropriate format, with recognition of audience in greeting and closure. Students rely on basic grammatical patterns used in familiar contexts to express their ideas in their own writing. They use a range of sentence structures with ideas expressed in a natural manner, though some errors in expression occur, often due to application of oral speech patterns in their writing. They use a range of complex constructions to express more detailed meanings, for example to express duration, to make comparisons, or using question words as indefinite pronouns to express extent of a situation when drafting an informative or imaginative text on a topic or issue.
Students demonstrate understanding of a wide range of sentence level grammar and are able to analyse features of language encountered in texts drawn from a range of genres. They understand the main ideas in texts related to their other learning areas or presented in age-appropriate imaginative texts or media. They actively provide interpretations on ideas expressed in texts and explain their reasoning with supporting evidence. They begin to see texts as existing within a cultural context, and begin to make comparisons between the values and practices encountered in Chinese texts and those encountered in their local communities. They demonstrate awareness of how texts reflect the cultural background and values of the author and are open to diverse interpretations. They analyse texts in translation to explore how messages are conveyed across languages and reflect personally on their own experiences of interacting across cultural and linguistic divides.

**Years 9 and 10 (Level 2)**

**Band description**

Students begin to recognise their place and identity as members of a new and vibrant Chinese-speaking community and the potential of the role they may play in their global and local futures. Students explore concepts related to contemporary life in Australia and the Chinese-speaking world. They participate in presentations, debates and discussions on issues, exploring their emotions, positioning themselves in relation to events and recognising and accepting diversity in the perspectives of others.

Students explore diverse representations, identify generalisations and analyse alternative interpretations of events and ideas. They access newspapers, online news websites, magazines, films and documentaries. They read modern literature relating to the recent past in the Chinese-speaking world. They also begin to appreciate classical literature, including poetry and stories. They investigate aspects of cultural traditions, history and regional differences to broaden their own understanding of China past and present. Contemporary teenage fiction is also read for entertainment and to compare with and connect to their own experiences and worlds.

Students develop a personal position, make reasoned judgments and provide balanced interpretations. They learn how to write objectively and substantiate their ideas and perspectives in appropriate ways. Students experiment with Western genre conventions in their Chinese speech and writing and with ways of expressing and developing their ‘Chinese voice’ effectively for diverse audiences.

They learn to explore where their ideas come from and how they are being expressed through their language and interactions with others. They develop their bilingual and bicultural identities, as they learn to live and interact with the Australian community. They explore how their identities are changing through their lived experience in Australia, identifying points of friction between their values and those around them (in both Australia and China), and how to respond to these.
Content descriptions and elaborations

Communicating

Socialising and taking action

2.1 Interact with sensitivity to linguistic and cultural diversity in their community

- applying strategies to engage in conversations with people of diverse linguistic and cultural backgrounds, for example using alternative terms to 吹牛、聊天、打屁 and initiating topics of mutual interesting
- monitoring the effectiveness of their communication skills when sharing ideas and interests with others, for example when changing topics and taking turns in a conversation: 听说......，刚才我们说什么来着?
- displaying respect for ideas of others in interactions, agreeing to disagree, or negotiating to achieve agreement, for example 要么这样吧......; 你看怎么样......; 你说的很有道理，但是......

2.2 Discuss and debate social and cultural issues encountered in their educational and social environment

- comparing different learning environments and discussing the impact on learners’ learning behaviour, for example reflecting on prior learning experiences and suggesting the advantages and disadvantages of different educational systems: 中国的教育是应试教育，注重死记硬背，澳洲的教育是启发式教育，培养的是学生的独立思考能力
- discussing issues encountered in their daily life in communicating across cultures, such as specific ‘cultural barriers’ and misunderstandings in communication, for example 家长应不应该尊重孩子的个人隐私?
- sharing ideas on ways to cope with ‘culture shock’ and identifying skills and strategies to respond to linguistic challenges and new cultural experiences

2.3 Engage with their local community and make a contribution as Chinese-Australians

- understanding the history of their local Chinese community and the multicultural nature of Australian society, for example interviewing older migrants about their own experiences as Chinese-Australians 老一代的华人在餐饮、木工、香蕉种植等方面为澳洲做出了贡献，新一代的华人更多的是在金融、法律、医生等行业发展。
- analysing issues related to local communities, such as isolation or discrimination, and exploring how they can express the concerns of local communities to a wider public
- identifying areas of need within their local community and collaborating with others to provide support, for example visiting aged care facilities or helping to organise a cultural event to enhance understanding of Chinese culture within their own school and local communities: 我们上个周末去华人养老院做义工，接触了很多很有意思的老人。
Obtaining and using information

2.4 Research and monitor information relating to topical issues in the Sinophone world

- examining the ways in which information is presented across diverse Chinese communities, for example viewing news reports of world events from Beijing, Taiwan, Singapore
- evaluating how information is presented in diverse forms of media across cultures, for example comparing the impact of live news reports involving interviews with witnesses, and newspaper articles on the same event
- applying understanding of news articles, information reports and other formal text types to create own response to contemporary issues in Chinese-speaking communities

2.5 Identify bias and evaluate the effectiveness of an argument when comparing perspectives on an issue

- identifying bias in texts and the values that influence bias and discussing how bias differs from opinion and perspective, for example 什么是偏见? 偏见有哪些表现? 应该怎样纠正偏见?
- discussing the formation of arguments, comparing different ways of arguing a point in Chinese and English and the implication of these differences when discussing issues in the Australian context
- applying effective strategies in a debate, including the art of rebuttal; developing a team line

2.6 Express a balanced and reasoned perspective on topical issues

- recognising key ideas and reading between the lines, for example identifying irony and sarcasm in texts: 你可真是个气管炎（妻管严）。
- debating the pros and cons of a topical issue, for example 这样做的好处是: ......这样做的弊端是: ......
- presenting a balanced and reasoned argument on a topical issue to diverse audiences, for example 综合各方面的意见，我们认为......; 根据大家的意见，我们想提出以下建议......

Responding to and expressing imaginative experience

2.7 Explore cultural dynamism and cross-cultural influences in contemporary media

- identifying various aspects of multiculturalism in contemporary media and exploring the origins and nature of stereotypes commonly encountered
- exploring cross-cultural influences in contemporary media, for example examining the impact of Korean culture on Chinese entertainment in diverse contexts (Hong Kong, Taiwan, the mainland)
• presenting a personal response to films with a Chinese theme produced in other communities, for example writing a personal response to a foreign film portraying Chinese-speaking communities

2.8 Evaluate the ideas and effectiveness of expression in selected forms of literature and entertainment

• analysing poetry and comparing how concepts such as love, bravery and friendship are expressed in Chinese and English, for example comparing 陆游的《钗头凤》 and Elizabeth Barrett Browning’s “How do I love thee?”; comparing poems of national unity (after war) and Banjo Paterson’s “We’re all Australians now” so.....

• comparing representations of particular concepts or experiences in different media such as in novels and films, for example 莫言小说《红高粱家族》 and 张艺谋电影《红高粱》

• exploring how diverse forms of entertainment are used to express or reflect contemporary issues, for example analysing 春晚小品, and how the topics are related to the ‘hot’ events of the year

• collaborating to create their own drama or comedy to depict their lives in a new cultural environment

2.9 Experiment with diverse genres and associated stylistic devices to express own ideas with imagination and creativity

• comparing literature across languages and cultures and recognising features of entertainment, for example identifying how magic and danger are used in Harry Potter and《西游记》

• discussing the features of diverse genres, for example comparing 小诗 and 散文 to identify how different genres express similar ideas

• creating own imaginative texts, using literary devices to achieve particular purposes, for example foreshadowing events and developing the climax in a story, and experimenting with 暗喻, 反复 and other 修辞手法

Moving between/translating

2.10 Participate in mediating the thoughts and ideas of others in interactions between people of diverse language backgrounds

• comparing idioms and colloquialisms across languages and identifying the challenges in mediating the culture values embedded within such sayings, for example 胸有成竹 vs ‘have a well thought-out plan’; 山穷水尽 vs ‘at the end of one’s rope’; 入乡随俗 vs ‘when in Rome’; 绕圈子 vs ‘beating about the bush’

• acting as translator between Chinese and English speakers during school events and reflecting on the linguistic and cultural issues encountered, for example when sister school teachers and students visit
• introducing people, places, events and ideas of cultural and historical significance to Chinese people, for example explaining to Australian audiences the historical and contemporary significance of 孔子 Confucius and his idea of ‘仁’ humanity

2.11 Recognise diversity in world views and the challenges in mediating life experiences across cultures

• reflecting on their responses to multiple interpretations of Chinese cultural practices or values among other Australians, for example, 中国人总工作不享受 / 他们都聪明 / 很难和中国人一起工作 / 中国菜都很好吃
• recognising the importance of explaining the context of their experiences and events to outsiders, for example explaining why a Chinese young person is under pressure to be successful (parents’ high expectations based on traditional values, past experiences, the ‘one child policy’)

2.12 Use language effectively to convey what constitutes valued knowledge when attempting to exchange information and experiences across cultures

• analysing texts depicting life experiences in China by authors of diverse cultural backgrounds and discussing the relevance and level of interest in such texts to Chinese and Australian readers
• selecting terms and expressions appropriate to context and reader’s expectations when discussing personal intercultural experiences
• accessing and translating up-to-date information from the public domain to assist particular groups of Chinese readers, for example migration policy changes

Expressing and performing identity

2.13 Reflect on the dynamics of their sense of self within both linguistic and cultural communities and the ways they express these

• considering the differences in their own sense of identity in Australia and when they ‘return home’ ( 回国) in terms of changes in social contexts and in their relationships with other participants in interactions
• describing examples of when changes in identity are more evident, such as when they are compared to friends ‘back home’.
• reflecting on changes in ways that one identifies with one’s local social environment

2.14 Recognise that the concept of Chinese identity is represented and experienced in diverse ways and to consider the conscious choices they make in expressing their bilingual/bicultural identity

• discussing choices they have in how they present their own identity to others and identifying times when they choose to express one aspect of their identity more than another
• reflecting on how their language choices, including English, Chinese, dialect, or accent, are indications of their sense of identity within a particular context
Reflecting on intercultural language use

2.15 Interpret participants' understandings and assumptions in interaction and adjust language to confirm, negotiate or challenge these understandings and assumptions

- identifying meanings implied in facial expressions, gestures, interjections and exclamations and discussing whether these support or contradict the words being spoken, for example “哎” can be used to express surprise or dissatisfaction
- maintaining an open dialogue, responding to cues indicating dissatisfaction or disagreement, such as silence, acknowledging weaknesses in own argument, elaborating further or asking questions inquiring after other participants’ perspectives
- using emphatic and assertive language to defend a position, point out errors in others’ assumptions or to strengthen own argument when negotiating with others, for example 我想这种观点是站不住脚的 / 这种说法是没有根据的，是无稽之谈。

Understanding

Systems of language

2.16 Analyse features of prosody and intonation and explore how they contribute to expression of meaning in diverse contexts

- comparing how prosody is used to enhance the aesthetic features/uses of language in different texts such as poems and essays
- evaluating the effectiveness of prosody in diverse contexts, for example comparing the relationship between use of voice and character types in movies and television dramas, such as how the matriarch or patriarch of the family in Chinese dramas often has a stern and intimidating voice
- using prosody with effect when communicating with others, such as in formal presentations and debates, and in imaginative or dramatic performances, for example 众所周知 / 显而易见 / 总而言之

2.17 Apply knowledge of Chinese orthography to expand technical vocabulary and increase access to educational texts

- using orthographic knowledge to identify characters related to topics studied in other learning areas, such as chemical elements (periodic table), mathematical terms
- developing skills to comprehend simplified or traditional Chinese characters in environmental print media and online texts
- discriminating correct forms and sounds of 多音字 (polyphonic characters) such as 行 (háng 同行 and xíng 行进) and appreciating multiple forms of 通假字 such as 笋 (筍)

2.18 Consider the nature of word formation in the development of new words in Chinese and evaluate their effectiveness in conveying new concepts

- comparing the expression of new concepts across languages and analysing the representation of new ideas in contemporary media such as 云电视、
• comparing the functions of semantically related morphemes and examining the contexts in which they are used, for example ways of expressing ‘green’ 碧、翠、绿、青、苍（翠绿、碧绿、青翠、苍翠）

2.19 Analyse and apply features of language used including figurative, emotive and evaluative expressions

• experimenting with linguistic devices to enhance expression of emotions, for example rhetoric 脸上的快乐，别人看得到。心里的痛苦又有谁能感到?

• analysing the use of figurative language in literature, for example 老舍《骆驼祥子》中虎妞的一段话：“呕！不出臭汗去，心里痒痒。你个贱骨头！我给你炒下的菜，你不回来吃，绕世界胡塞去舒服？你别把我招翻了，我爸爸是光棍出身，我什么事都做的出来！明天你敢出去，我就上吊给你看，我说得出来，就行得出来！”

• exploring examples of literary language and how grammatical features differ from everyday speech, for example 鲁迅的小说和议论文

2.20 Refine their appreciation of features of writing styles in formal genres

• identifying stylistic features of text-types used in formal genres, for example 作业报告；倡议书；竞选演说

• comparing the development of argument across languages, for example in English the writer’s position is stated upfront whereas in Chinese it is generally left until the conclusion

• analysing how to position oneself when writing for different purposes, for example in persuasive and evaluative writing 说服：独生子女政策给中国的发展带来了很多好处；议论：独生子女政策对中国的 发展利弊参半。

• exploring how to incorporate statistical data, quotations and research-based evidence in academic texts, for example 据统计，计划生育政策实行以来，中国的人口少生了三亿。

2.21 Analyse and apply features of literary styles evident in classical literature

• identifying features of classical writing such as 虚词 particles 之、乎、者、也, and word reductions such as 若（犹如，好像）父（父亲，爸爸）

• exploring writing techniques in classical Chinese such as the four steps in composing an essay (起承转合)

• using terms derived from classical literature in their own writing, for example 世有伯乐，然后有千里马；千里马常有，而伯乐不常有。（韩愈：《杂说（四）》）

• determining the relevance and value of classical references 成语 and 歇后语 in developing their own writing
Variability in language use

2.22 Consider how changes in context impact on how language is adapted to convey meaning within and across languages

- exploring how living in the Australian context impacts on how they present their ideas in Chinese, for example considering how essays written in Chinese in Australia often follow the accepted organisation and formatting of essays in the Australian education system rather than the Chinese education system
- discussing the notion of ‘standard language’, such as Beijing 普通话, and exploring the question of who ‘owns’ these languages, for example the development of a Chinese English vs British English, and considering that non-standard forms are as valid as other more recognised forms
- analysing what is valued or revered across cultures and discussing the impact of this on how meanings are conveyed in Chinese and English, for example quoting 孔子 or using 成语 are evidence of a higher level of literacy in Chinese, but quoting modern day experts or using technical vocabulary are considered to be reflective of a higher education level in many English-speaking communities

2.23 Adapt language use as appropriate to context in both oral and written expression

- knowing historical traditions behind the differences between oral and written language in Chinese ( 文言 and 白话)
- differentiating between oral and written language styles in own communication to reflect appropriate levels of formality
- manipulating styles of language in communication to achieve certain effects, such as writing a journal with 语气词 such as 嘿 and 吧 to make it more like a dialogue with the reader

Language awareness

2.24 Engage with diversity in literature and media of the Sinophone world

- comparing representations of environments and lifestyles across diverse Chinese-speaking communities portrayed in diverse media and exploring the changes in how important information is communicated to communities, for example ways of transferring information in ancient China through to the modern digital age, such as posters and public notices in 1950s and ‘60s or conveying emergency information through SMS today
- examining the popular topics and plots of modern television and film across diverse Chinese-speaking communities and comparing the topical issues and values conveyed, for example living space and high living costs (买房), family relationships (婆媳关系), social welfare (养老)

2.25 Research the phenomenon of language change and monitor language use in a range of contemporary contexts

- comparing the language of previous generations to their own language use and discussing the nature of the differences between them
• exploring how language change reflects the values of the time, or how language can be seen as evidence of an era, for example use of respectful terms of ‘老革命’ and ‘硬骨头’ in China in the ‘60s

• examining new words added to Chinese dictionaries or introduced to social media and considering the reasons behind their development and contexts of use

2.26 Explore diversity in the use of Chinese language in diverse cultural and linguistic environments

• identifying differences in pronunciation and/or tone across different Chinese-speaking environments, for example 和 in mainland China is ‘hé’ and in Taiwan can be pronounced as ‘hàn’

• examining regional differences in word use and the cultural or environmental reasons for these differences, for example 爱人 means ‘spouse’ in mainland China, ‘mistress’ in Taiwan

• analysing how language is used differently in public texts across diverse Chinese-speaking regions, for example the use of traditional vs simplified character forms in overseas Chinese newspapers; word choices and ways of reporting on controversial issues

2.27 Explore the role of digital communication in shaping contemporary language use in Chinese-speaking communities

• identifying diverse modes of digital communication and the role these play in shaping language use, such as examining how ideas are expressed within the limitations of digital media, for example weibo has a 140 character word limit

• considering the assumed understandings required to effectively communicate through digital means and the impact this can have on relationships between participants, for example that LOL in English now means ‘laugh out loud’ not ‘lots of love’

• exploring the increasing use of internet language in everyday life and discussing its suitability for use in public media and educational contexts

2.28 Critically analyse ways in which language is used to position authors, readers and participants in texts

• identifying choices in words and phrasing that influence a reader’s response to texts, for example language to persuade readers to endorse the writer’s views such as难道不是每一个有良知的人都会认同的吗?

• examining ways in which authors use characterisation to incite sympathy or antagonism towards characters in literary texts, for example directly describing a character’s personality vs indirectly portraying the character’s personality through their actions or through the reactions of others

Role of language and culture
2.29 Consider culture-specific ways in which meanings are expressed and develop an awareness of their growing bicultural identity and the choices it presents to them

- discussing the ways in which cultures reflect world views through language, for example ‘naming’ China 华夏、九州、神州大地、中原 reflecting people’s understanding of their history, geography, ethnicity and place in the world
- understanding that language practice is a changing process which is dependent on context and cultural expectation, and reflecting on their own experiences
- reflecting on their own diverse ways of communicating and how they adjust language, gesture and content to suit new contexts, cultures and languages, for example considering topics that are acceptable in one culture but taboo in another

**Achievement standard**

Students engage actively in discussions and debates on topics of interest and concern related to their personal life, their educational experiences, and their linguistic and cultural identity and bilingual capabilities. They relate to and explain cultural values and practices in the Chinese community and compare these with their understandings of the broader Australian cultural experience. They are willing to express a view on most topics or issues relevant to young people today and make comparisons between the life of young people in Australia and in the wider Chinese-speaking world. Students display a high degree of interactivity and direct engagement with their audience and use inclusive language as appropriate in negotiating, persuading or making decisions. They use colloquial phrases to maintain the conversation, displaying a confidence and ease throughout the interaction, employing more formal structures when necessary to achieve desired goals. They use a range of devices to order ideas in a sequence of points, or to organise ideas in time. They present their ideas with clear structure, for example in a presentation providing a sequence of main points then a conclusion. Students employ a wide range of vocabulary orally, selecting the most suitable and effective language for the required context, purpose and audience. They express facts, opinions and personal ideas without restriction. Students use mainly simple sentence structures to respond to questions in conversation, for example subject omission (我和朋友) 常去健身房, but display complexity to express their opinions more logically, for example using conjunction words to connect ideas 尽管如此, 但是...; attributive clauses 想要挤进去一看究竟的人很多; conditional clauses 即使要花很多钱, 也也要去参观一下. Some students are influenced by dialect, for example 我有去过那里.

Students’ writing is fluent, authentic, condensed and detailed. They write a range of interpersonal text types such as diaries, letters and emails, and imaginative and informative texts, for example to entertain, persuade, reason, advise, recommend, evaluate and justify opinions and ideas. Their work includes both personal and factual information and some degree of abstraction. They create texts both for interaction in their personal worlds and for pedagogic tasks such as those in which they write about issues of concern to them, extending beyond the factual and informational to discussion of some abstract ideas and social issues. They write about issues that affect them personally, including social and environmental issues and the dilemmas of young people, and write about their own experiences and sense of identity, including their hopes for the future. Students employ a wide range of written vocabulary, making deliberate choices to select the most suitable and effective language for the required context, purpose and audience. They express their own ideas, give advice and share opinions about issues, provide personal logical reasoning to support their arguments, and
elaborate their justifications by providing examples or evidence, relating personal experiences and sharing personal reflections to support their position. Students’ knowledge of nouns includes a range of specialised abstract nouns such as 物种、深春、微风; their knowledge of verbs includes higher order verbs such as 弥漫. Their range of adjectives includes subtle forms such as 特有的;明朗. Their writing includes a range of colloquial forms such as 多姿多彩;恰恰相反;来得快去得快. They display a good understanding of word functions, for example using 而 for 顺接, and natural expressions using adverbs, for example 便是, 恰恰相反. Evidence of use of dialect occurs, for example 八时、课室、谈天、少许. Students are aware of appropriate formatting and stylistic devices, presenting ideas in paragraphs with a clear relationship between ideas. Statements are made with sufficient support and summary sentences as closure. Students control the sequencing of ideas, referencing back and forth, and elaborating ideas across paragraphs. They state a position and elaborate ideas using examples when developing an argument. They create coherence by referring to existing ideas within the text and adding emphasis to a particular view or idea.

Students demonstrate understanding of a wide range of text types and analyse features of language encountered in texts drawn from a range of genres. They understand the features of interpersonal, informative and imaginative texts and explain these features and the devices used by authors to achieve their purposes. They actively provide interpretations of information and ideas expressed in texts and seek evidence to support their own reasoning or justify the positions presented in texts. They explore the nature of texts as existing within a cultural context, and observe the language used to convey the values and practices of individuals and groups, making comparisons between texts they encounter. They identify evidence showing how texts reflect the cultural background and values of the author and are open to diverse interpretations. They engage in translation activity and analyse texts in translation to explain how messages are conveyed across languages. They reflect personally on their own experiences of interacting across cultural and linguistic divides, and display a capability to move readily between languages and cultures and reflect on their experiences as they negotiate their way through diverse social environments.