Years 7 and 8 (Level 1)

Years 7 and 8 (Level 1) Band Description

Students engage in learning and using Chinese in the context of the classroom with a focus on interacting and exchanging information and ideas related to their everyday educational experiences and their personal family and social environment. Their learning is increasingly conceptual and reflective as they develop their ability to talk about language and culture systems and develop their skills in mediating between languages and cultures, contrasting how messages are conveyed in different linguistic systems. Their learning and use focuses on active exploration of the target language system which they draw upon to communicate their own ideas and engage in collaborative decision making and action. They develop strategies to enhance their communication, drawing upon diverse forms of scaffolding, models, word lists and teacher advice and support to achieve their communicative goals.

Developing oral language includes active listening as the teacher talks, observing or viewing interactions between native speakers in everyday contexts, and using the spoken language through participation in interactions in a range of contexts and for diverse purposes. They participate in interactions with attention to the sounds and tones of words, gaining greater control over ways to use voice, such as pitch, stress and phrasing. They experiment with and extend their use of basic sentence patterns, enhancing their vocabulary range using word lists and other resources. They use Pinyin as a resource to support learning and to prepare drafts of their oral and written texts and to record and learn new oral vocabulary.

Students explore the nature of writing systems, contrasting the English alphabet to the character system. They learn to recognise and name character components, and relate features of character form and structure to help understand and remember how sound and meaning are represented. They learn to appreciate how best to develop their literacy skills in Chinese and to map their oral vocabulary onto written forms. They learn to read texts, with a focus on recognising characters and developing strategies for identifying or recalling characters encountered. They read short messages and correspondence, notices and signs, short narratives and other texts where text format, visuals and glossing aid comprehension, for example menus, TV guides, advertisements and publicity brochures. Texts presented in characters include new vocabulary glossed in Pinyin or character/vocabulary lists as appropriate to the text or task. They write to exchange information and ideas with others, employing both handwriting and digital input methods to compose their message. They write emails, text messages and letters, recounts and narratives, as well as texts incorporating visual elements such as cards and posters. Vocabulary is organised into character lists to encourage active writing in Chinese characters and digital dictionaries are accessed to expand their message.

Learners are supported to develop increasing autonomy as language learners and users, to self-monitor and adjust language in response to their experience in diverse contexts. Chinese is used in more extended and elaborated ways, and English is used when appropriate to allow for explanation, reflection and substantive discussion. Students reflect on their experiences in Chinese, comparing their everyday communication and experiences to those observed in Chinese language communities. They contrast their knowledge of speech and writing in English and other known languages to their increasing understanding of the Chinese language. They learn to recognise how communication is culture-based and apply this understanding in their own communication.
Years 7 and 8 (Level 1) Content Descriptions and Elaborations

Communicating

Socialising and taking action

1.1 Interact in everyday social settings, with a focus on establishing and maintaining friendships and relationships

• making word choices to show respect or acknowledge their relationship with participants, identifying how concepts of politeness and respect are expressed in interactions in diverse social contexts, for example using 您 with a principal or teacher but not with peers; when to use titles 老师、女士、服务员、先生

• expressing values, such as showing respect and recognising the importance of the family unit, for example by extending forms of address used in the family to non-family members as a form of respect (伯伯、大哥)

1.2 Describe interests, express personal opinions and state preferences about routines and interests in interactions with others

• describing aspects of everyday life including daily routine and school life, and comparing own experiences to the life of young Chinese people, for example 我觉得 7:30 上学太早，我不坐地铁上学，我坐公共汽车

• asking questions to clarify understanding and sustain interaction, for example using the question particle 吗, interrogative pronouns (谁、什么、哪儿), affirmative-negative questions (有没有), or by restating and confirming ideas

• expressing opinions, ordering preferences and stating reasons to elaborate the message, for example using modal verbs (喜欢、觉得), intensifiers (最、不太) to enhance understanding

1.3 Express preferences and make decisions in ways that respect the ideas and values of participants

• stating choices in relation to planned events by accepting or declining as appropriate to time, place or activity, for example expressing unavailability (我没有空) or inability (我不会游泳)

1.4 Write correspondence to share information, express opinions and state preferences on everyday routines and interests

• comparing how relationships are expressed, for example ‘Dear...’ ‘亲爱的’ is not commonly used in formal letters; different types of salutations are used with equals (祝) and with a senior (此致，敬礼)

• responding to the correspondence of others, including clarifying meaning (你说你想来澳大利亚，是吗？), seeking further information (你想一月来吗？) and addressing requests and questions encountered (澳大利亚一月是夏天，很热)

• applying writing conventions as appropriate to construct logically sequenced and coherent correspondence, for example emails, letters, text messages, notes
Obtaining and using information

1.5 Identify key ideas in interactions and use the information to make plans and decisions in collaboration with others

- identifying key words and expressions required to make decisions, for example identifying key words for time 点, for degree 度, for length and width 米, for distance 公里, for price 元/块
- making choices or decisions on the basis of information obtained and explaining reasons using 因为 ...... 所以......

1.6 Identify meanings expressed with attention to how vocal quality, verbal choices and visual cues enhance understanding

- obtaining the gist or specific information by focusing on familiar, anticipated items in a flow of words
- capturing details that distinguish the level or degree of opinion expressed through voice, gesture or language choice, recognising the emotion and degree of dislike expressed, for example 我一点儿也不喜欢...... compared to 我不喜欢......

1.7 Organise and present information in a manner that meets the needs of the audience

- presenting information obtained using reported speech (for example 他说) and explaining reasons for emotions and feelings, using 她很高兴, 因为......
- collating information and ideas to present to others with consideration of the relevance, organisation and sequencing of information, for example considering What is the best way for the audience to be introduced to the topic? What do they want the audience to remember? What is the main message being communicated

1.8 Read texts to identify and interpret meanings of key words in order to make informed decisions and share ideas with others

- developing strategies for locating and identifying key information in written texts, for example recognising the word/phrase boundaries in 我们学校/有/二百八十七个学生/
- identifying and interpreting details, recognising how relative and attributive clauses are used to convey additional details

1.9 Write short informative texts to convey information about people places and events

- reorganising information to suit different formats, for example representing school subjects on a timetable; creating a presentation to introduce school life in Australia to a Chinese school audience
- making lists and collating notes on information relating to specific topics of interest to share with others, for example 学习生活 and sub-topics 科目：课外活动

Responding to and expressing imaginative experience
1.10 Prepare and present dialogues involving imagined contexts, participants and events

- creating and performing skits, cartoons or podcasts in which they assume an imaginary role, for example, a skit about celebrating Spring Festival
- experimenting with voice, gesture and action to convey different emotions and attitudes, including use of word stress to alter the way meaning is expressed and interpreted, for example exploring the implications of expressing 不要 with varying degrees of loudness and stress and asking how they might be interpreted; how they compare with English

1.11 Respond personally to features of plot or storyline in contemporary media

- identifying key words in songs in order to determine the possible values and attitudes conveyed, for example asking ‘What are the possible meanings of this word? What words/ideas are repeated? What is the impact of this?’
- discussing ways images, sounds and language are used to inform and entertain in contemporary youth media, for example, language choice and features of language in pop culture (rhyming in lyrics)

1.12 Identify features of performance that reflect concepts such as humour and entertainment in diverse media

- making comparisons about the nature of performance, identifying what is considered to be entertaining across cultures and generations, for example why is rap popular across cultures?; What message is anticipated as well received by the audience? Why is a song named ‘两只蝴蝶’ and what is the cultural meaning of ‘蝴蝶’ (from the story of 《梁祝》)
- describing how pop culture reflects particular values, for example 《龙的传人》 with modernised ‘rap’ but the message of ‘古老的东方有一条龙，它的名字就叫中国；古老的东方有一群人，他们全都是龙的传人

1.13 Write short narratives with a focus on descriptive language to identify characters and sequence of events

- using inclusive language, for example 你们 or 我们 when referring to people in general rather than just using 人们
- using questions to engage the reader’s interest and enhance the message being conveyed when creating texts designed to capture the reader’s attention

1.14 Read extracts of imaginative texts from contemporary youth media and identify ways in which notions of attitude, emotion and empathy are conveyed

- discussing how language is used to convey emotion, for example how adjectives and intensifiers convey varying degrees of attitude towards people, places and events (最、非常、极其、不太、挺…… 的)

Moving between/ translating
1.15 Recognise the impact of verbal and non-verbal features of communication on interpretation of meaning in Chinese in diverse contexts

- identifying the key message in interactions between Chinese-speakers and discussing how the context influences the meanings conveyed; explaining word choices and non-verbal features used to enhance communication in interactions between Chinese speakers
- identifying degrees of correspondence when interpreting from one language to the other, for example discussing the Chinese version of ‘Have a good day’; what Chinese parents would say to their child when dropping them off at school (‘听老师的话，不要调皮’); what the English version of ‘加油’ is and why you need to say ‘加油’ if you are at a sports event
- discussing ways to explain key ideas and identified cultural practices to English speakers, for example do we translate 春节 as ‘Spring Festival’ or as ‘Chinese New Year’? Why is 端午节 ‘dragon boat festival’ in English? Does this translation capture the essence of this celebration? What is lost in translation? What are similar examples in English?

1.16 Translate key points of information in texts into English, relying on visual and contextual clues

- applying knowledge of text features and contextual clues to determine the possible meaning and purpose of commonly encountered public texts
- suggesting the meaning of key words and phrases relying on knowledge of individual characters in words and phrases

1.17 Explore diverse ways of conveying meaning across languages without losing the original intention

- analysing linguistic and textual features (for example word placement and text structure) to inform how meaning is best mediated across languages, for example should 星期日去公园的人很多 be translated as ‘many people go to the park on Sundays’ or ‘there are many people who go to parks on Sunday’
- learning how to look up unfamiliar characters and words in bilingual dictionaries, and experimenting with different online dictionary and translation tools to investigate how specific meanings are rendered
- examining translation art, for example how brands are translated into Chinese: 万事达卡 Mastercard; 奔驰车 Mercedes Benz

Expressing and performing identity

1.18 Interact with others recognising the contribution to their sense of identity of membership of particular linguistic and cultural groups

- expressing aspects of their own identity, reflecting on what their membership of diverse groups says about who they are and what they consider important (我是澳大利亚人和日本人；我是老大；我参加学校的足球队)
- exploring how their own nationality, ethnicity and cultural and religious affiliation might be expressed in Chinese, and contexts in which this information may be important
1.19 Identify representations of people and groups in diverse contexts

- comparing expressions of identity encountered in Chinese texts and interactions with their own sense of identity, for example 他是美籍华人

Reflecting on intercultural language use

1.20 Reflect on how culture is mediated through language in interactions across cultures

- discussing how language and gesture are used to communicate in English and how these features would be understood in the same way when interacting with Chinese people; identifying how their communication styles may need to be altered when conveying ideas in Chinese

- reflecting on individual and group values and beliefs that influence interactions, for example whether to volunteer information or opinions or wait to be asked to contribute; is it more important to be polite or to be honest and direct?

- discussing appropriate language choices across cultures, for example when meeting people for the first time or interacting with older people; how to be introduced to a parent’s friend; how the residential address in Chinese and English reflects certain values in the different cultures

- reflecting on their own language use; the words they use (slang, complex terminology); how they speak (tone, accent); the fillers they use (do they um and ah a lot?); how they vary their language in different contexts and with different people

Understanding

Systems of language

1.21 Understand the role of Hanyu Pinyin in learning the spoken language system and speak with focused attention on syllable, tone, stress and phrasing in interactions with others

- exploring key features of Chinese phonology, examining the range of sounds and recognising how spoken syllables and tones are represented in Pinyin, and by spelling words in Pinyin, or reading aloud words and sentences in Pinyin with attention to pronunciation, tone and phrasing

- differentiating between sounds and tones when listening to or producing spoken Chinese, for example distinguishing between 我买 / 我卖东西, or between 庄 zhuang and 专 zhuang

1.22 Appreciate the structures and features of the character system, and how these contrast to English writing

- learning the number, nature and sequence of strokes; exploring the range of stroke types used in characters; learning to write with a focus on stroke direction and order; balance and proportion within the square

- learning the origins and features of components encountered in characters, analysing the formation of characters, including recognising the frequency and positioning of
common components, for example 人、女、日、月 and their function or relationship to a compound character, for example 人在他、认、从

- comparing writing across languages, recognising differences in stroke sequences and word formation (letter strings versus character squares), word spacing, punctuation and text direction

1.23 Understand the role of syllable-morphemes in the construction of words and how individual morphemes apply in new words encountered

- identifying the relationships between the meaning of individual morphemes in words and exploring how these morphemes apply in a wider range of word contexts
- exploring how words for new concepts are created in Chinese, for example 微博
- explaining the use of common suffixes (子、里、面) and key morphemes (电、家、物、机)

1.24 Understand the characteristics of Chinese word order and explain the use of Chinese-specific grammatical features

- analysing the variety of verb types found in Chinese, for example adjectival verbs 高、大; modal verbs 会、可以 and the placement and use of adverbs, for example 都 to indicate inclusion; 就 to indicate sequence
- identifying the placement of time and place phrases; the use of conjunctions, for example 和 to add information; 还是/或者 to offer or indicate choices; the role of measure words, for example 个、只
- exploring the use of cohesive devices and ways of extending, sequencing and elaborating ideas, for example through the use of connectives, conjunctions, subject pronouns
- applying processes of discourse development by joining, contrasting, and sequencing using 也、和、但是、就

1.25 Identify the characteristics of familiar spoken and written genres noting particular textual features distinctive to Chinese

- discussing how the organisation of information reflects concepts of hierarchies and authority, for example the placement of the date in personal correspondence; how the address is organised on a letter ( 小区名，楼号，楼, for example 龙江小区蓝天园15栋2单元504室)
- comparing differences in textual and linguistic features in diverse forms of written texts such as letters, emails and text messages, and exploring the use of visual symbols such as emoticons in digital correspondence
- experimenting with features of text presentation in Chinese, for example text direction, word spacing, punctuation, and overall paragraph format when using squared paper

Variability in language use
1.26 Recognise how context impacts on language choices and the ways in which relationships are developed and meanings negotiated

- discussing how different roles and relationships are reflected in or impacted by word choices, for example whether/when it is appropriate to ask someone’s age, when to say 你几岁？or 你多大了？or when to use 你属什么？
- reflecting on the implications of choices made in building relationships when addressing or referring to different people of diverse age, authority, profession or background

Language awareness

1.27 Investigate the nature and extent of Chinese language use locally and nationally in Australia

- investigating the many languages spoken in Australia, including Australian (Indigenous) languages, and exploring features of community languages spoken in their local area
- exploring ways Chinese language use is fostered among local communities and the use of Chinese in local media such as community radio, TV, newspapers and magazines
- identifying examples of Chinese language used in commercial shop signs, advertisements, food and product packaging, public notices

1.28 Explore features of regional dialects and their contemporary use in diverse communities

- exploring the range and distinctiveness of different dialects in Chinese-speaking communities, including those regularly used in the local community
- knowing that China’s ‘minority nationalities’ have their own languages and exploring the issues in language maintenance in such contexts

1.29 Understand that there are two types of Chinese characters in regular use, and to explore contexts of use and how these systems are related

- understanding the nature of and reasons for the simplification process by analysing and comparing characters in both systems (简体字 and 繁体字), for example 门 - 门; 国 - 国; 这 - 这
- discussing contexts where 繁体字 and 简体字 are used in Chinese-speaking communities today and exploring the use of these scripts as an expression of local identity, for example in Hong Kong and Taiwan, or in temples, signs and newspapers locally
- exploring diversity in Chinese character texts through viewing texts containing diverse styles and fonts including calligraphy scripts, handwriting and digital fonts

1.30 Examine how the internationalisation of Chinese language and the global reach of English is impacting on Chinese language use

- understanding how new concepts are interpreted in Chinese by analysing the nature of technology-related terms expressed in Chinese, for example 电脑, 短信, 博客
• discussing how languages influence each other, for example how foreign concepts are represented in Chinese; interpreting the meanings of transliterations such as 可口可乐, translations such as 热狗 and hybrid forms such as 因特网

1.31 Explore the role of technology in changing language use and in creating new codes for communicating ideas
• experimenting with a range of web-based tools to support learning and using Chinese, for example character-Pinyin converters; language learning websites; character and Pinyin input systems
• learning how to use dictionaries and translation tools to assist in decoding unfamiliar words to enhance communication and support expression of more complex ideas
• exploring and using technology, including podcasts, digital stories, emails and blogs as a medium for self-expression

1.32 Investigate how language can be used to influence the opinions of others
• identifying words that exclude individuals and groups, for example labels that identify people as members of communities (老外、华侨) and the use of personal pronouns (我们、咱们)
• identify examples of naming and framing across languages, recognising how words reflect the way we see others and the world around us

Role of language and culture
1.33 Explore how the concept of normality in communication varies across communities
• identifying things taken for granted in communication, for example a shared understanding of gesture, body movement and word meanings, and comparing ways people interact across cultures: How do Chinese people use gesture? Which non-verbal cues are shared with English-speakers? Do they mean the same thing?
• reflecting on how individual words may be interpreted differently by others, for example ‘mate’ in Australian context and ‘兄弟’ in Chinese context
• discussing how language use varies within communities, reflecting on the way communication is shaped by the location, languages and cultures people identify with, for example the use of specific terms and slang words across different states in Australia
• reflecting on their own language use including the words they use (slang, complex terminology); how they speak (tone, accent); what fillers they use (do they um and ah a lot?); how they vary their language in different contexts and with different people
• identifying how information reflects a particular concept and is presented to achieve a desired result, for example in exploring the concept of space asking why detailed information on the entrance, statues, lake, plaza and playground is displayed on a local area plan/map (小区规划图), and how this reflects people’s desired living environment in China
Years 7 and 8 (Level 1) Achievement Standard

By the end of Level 1, students interact to share ideas and opinions on personal and group interests and experiences to make arrangements and participate in social events. They make enquiries, seek clarification or confirm information, using appropriate structures to accept or decline suggestions or offers. They access and share information obtained from spoken texts and participate in creative performances in collaboration with others. They access information from a range of print resources and incorporate key points into texts to inform others or take action. They share personal information, experiences, and opinions with others in character texts using handwriting or digital methods, supported by word lists and resources available in their environment. Sentences are generally short, containing one key idea using correct word order for activities or adjectival phrases, and may include details of time, place and participants using prepositions and possessive clauses (using 的). They use a range of verbs, including verbs of identification and existence, and a range of action verbs to describe interests and events. They negate appropriately using 不 or 没. They use modal verbs (喜欢, 会) to express preference, interest, intention or ability, and simple connectives (和) and conjunctions to connect ideas.

By the end of Level 1, students understand the nature of tone-syllables and use Pinyin to develop and apply their knowledge of spoken Chinese. They speak with attention to pronunciation and tone and recognise their importance to how meanings are conveyed in spoken interactions in Chinese. They understand the key features of the Chinese writing system, applying knowledge of stroke sequences and component form and function to learning and using the character system. They use digital resources and text creation methods to communicate across time and place. They compare the word order of Chinese sentences with that of English, recognising similarities and differences that impact on their effective communication in Chinese. They describe the features of Chinese texts, and the importance of understanding text structure to interpret meaning. They understand the importance of learning and using a wider range of vocabulary and grammatical forms as they encounter new purposes and contexts for their communication. They recognise and describe diversity within the Chinese spoken and written language, with reference to examples particularly within their own community. They identify features of Chinese culture reflected in communication practices and apply this to their own interactions with Chinese people.

Years 9 and 10 (Level 2)

Years 9 and 10 (Level 2) Band description

Students engage in learning and using Chinese with a focus on interacting and sharing information and ideas with others within and beyond their classroom. They explore the world of Chinese speakers through text and personal interaction, developing a deeper appreciation of life and experiences in diverse Chinese communities. They use the language for self-expression, to obtain information and share their experiences with others. They extend their knowledge of systems of language and culture, with a focus on identifying and experimenting with language, exploring cultural meanings and adapting these to their own communication needs. Learners analyse how messages are conveyed across languages and apply their skills in mediating between languages and cultures. Classroom discussions focus on exploring and extending their understanding of contexts and audiences to enhance their personal communication skills.
Students interact with a range of participants locally and globally, engaging in discussions about issues of interest and developing their ability to speak with confidence, experimenting with flow emphasis and stress to enhance their message. They access information and explore texts written in Chinese, developing strategies to interpret meanings where not all characters may be immediately understood. They read texts accessed online such as short informative texts from school or travel websites, or opinion pieces from personal blogs, and participate in online chat forums by responding to messages from other Chinese users. They write their own blogs to post online, correspond with others by text messaging and email, and compose short informative articles, including biographies and opinion pieces on issues of public interest. They use creative and expressive language in advertisements and posters relating to contemporary issues or events. They work collaboratively to exchange information and ideas and to share their life experiences with other Chinese speakers around the world.

Students reflect on their experiences in Chinese and in their interactions with others, reflecting on their understanding of and responses to their own experiences when communicating across cultures. Much of this discussion and reflection is necessarily carried out in English; but learners at this level are able to express some complex concepts and reactions in Chinese.

Years 9 and 10 (Level 2) Content Descriptions and Elaborations

Communicating

Socialising and taking action

2.1 Develop relationships using appropriate levels of formality and respect in interactions with others

- indicating familiarity or formality as appropriate and displaying levels of intimacy or respect when relating to others, for example by using titles or names 校长、王老师、小徐、小朋友、阿姨
- addressing people in introductions (‘这位是王校长’; ‘这是小王’; ‘这是王一飞’) and responding as expected to such introductions, with recognition of the implied roles and relationships of participants
- using diverse ways of expressing feelings of apology, thanks, appreciation or gratitude, and comparing practices across contexts, for example considering which term to use in various situations and what the relationship is between participants, for example 谢谢; 辛苦你了; 麻烦你了; 真对不起; 非常感谢
- acknowledging the roles and relationships of participants and adjusting language and/or positioning, including using less formal language in response to expressions of familiarity or intimacy by others, for example in the use of terms 他爸妈 and 他父母

2.2 Describe experiences and express opinions on aspects of everyday life such as leisure and education in interaction with others

- drawing on available linguistic resources to communicate unfamiliar ideas and sustain interactions beyond one’s own vocabulary or language limits, for example saying 衣服 or 流行衣服 to mean 服饰/时装
• deducing meaning of a key word by identifying familiar content and interpreting
intended meanings based on context, for example to deduce the meaning of the word
个子 from its context in 小明个子很高，是全班最高的
• presenting a position or developing an argument by sequencing and linking ideas using
topic chains, zero subject pronouns and cohesive devices, for example 不但...... 而且......
：虽然......但是......

2.3 Negotiate arrangements and complete transactions in collaboration with others
• seeking repetition and using further questioning to clarify meanings and maintain the
flow of conversation to achieve a shared understanding
• indicating preferences and desired outcomes, clarifying the intentions of others when
making plans or decisions by asking questions in different ways, for example 你想去看
电影吗;你觉得怎么样
• acknowledging the ideas and opinions of others and expressing agreement, for example
好的、我同意, or disagreement, for example 对,可是......
• expressing excitement, for example 太好了 or disappointment, for example 真可惜
when interacting with others

2.4 Write correspondence to express opinions, and provide reasons for opinions and
decisions with reference to the needs or interests of the reader
• making decisions on level of formality and respect appropriate to audience and purpose,
for example 贵公司 vs 你的公司
• using stylistic devices such as rhetorical questions, inclusive language and simile in
correspondence, for example 南京夏天很热，是中国的‘四大火炉’之一
• focusing on expressing meanings in culturally appropriate ways, for example focusing on
the positive and valuing concept of ‘home’ ‘我的家虽然不大，但是很温馨’
• using direct or indirect language as appropriate in personal correspondence, for example
你一定要......or alternatively 如果有时间......
• comparing features of similar forms of correspondence across languages, and identifying
language-specific use, for example using the Chinese version of ‘bye-bye’ (88) to finish
off correspondence

Obtaining and using information

2.5 Obtain information from diverse sources in order to make informed decisions
• developing strategies of ‘summarising’ and making notes of key ideas when listening to
and viewing interactions
• making note of details about events, customs and lifestyles presented from diverse
perspectives to retell and discuss with others
• using dictionaries and other supports to identify key words, for example identifying the
likely meaning of ‘七夕’ when hearing 农历七月七日是七夕
2.6 Identify perspectives and explore ways in which values shape interpretations

- evaluating the relevance, appropriateness and significance of information relating to experiences of Chinese-speaking people

2.7 Present a personal opinion on a topic with recognition of the needs and expectations of the audience

- presenting information to others with awareness of audience and context, for example by making appropriate language choices when presenting to adults compared with presenting to peers
- expressing opinions and perspectives, for example ‘我觉得这个电影很没意思’; ‘什么很没意思，我觉得它很有意思’ and using ‘什么’ as a rhetorical question
- ordering and prioritising information to meet the requirements of the audience, recognising what information is most valued or expected

2.8 Read texts and identify key information presented in diverse formats to collate and share with others

- using concept maps and other organisational tools when collating ideas and information from different sources in order to inform others

2.9 Write informative texts to express a personal view about life experience in diverse communities

- discussing how features of local life and experience might be perceived by people with different cultural assumptions, for example when I say ‘我最喜欢大自然’ what activities might a Chinese audience associate me with?
- examining the implications of an audience’s cultural assumptions in choosing what to share with others and the language used, for example determining how to present to young Chinese speakers complex and culturally-embedded ideas, such as the customs around and importance of ANZAC day, or the practices of an outdoor BBQ Movement and physical activity

Responding to and expressing imaginative experience

2.10 Collaborate to produce and present imaginative portrayals of experiences or events to entertain others

- experimenting with ways in which language, image, behaviour and humour are used to enhance appreciation of the message
- portraying a scene from a familiar story, for example, creating a skit or short play recounting an event from a well-known novel

2.11 Respond personally to forms of expression in contemporary media

- sharing opinions on language used in contemporary media for young people, including pop music and TV series
- identifying emotions, attitudes and messages conveyed in media by analysing images, sounds, body language and word choices, for example in film, television and song
• analysing the use of stylistic devices/symbolic meanings (for example 月亮代表我的心) and how feelings/emotions are expressed in ‘subtle’ ways

2.12 Express personal opinions on how values important to young people are expressed or represented in contemporary media

• identifying messages in media that convey a sense of ‘right’ and purpose in the lives of young people, and expressing an opinion for example 我觉得他是好人，因为他帮助老人； responding to the situations and contexts represented, for example 如果我是她; 我觉得他最好.......;
• exploring representations of contemporary issues in youth media such as environment, education, and welfare issues

2.13 Write narratives, experimenting with emotive and expressive language to convey ideas in imaginative ways

• focusing on ways to organise the sequence of events clearly and logically for specific outcomes
• creating narratives that hold the attention and convey mood and emotion to readers

2.14 Read extracts from diverse sources to identify and interpret language used to create effects, for example conveying emotions and feelings in narrative texts

• reflecting on the values explicitly and implicitly stated in a range of texts, for example asking what values are common across texts and what values differ across generations in these texts
• analysing narratives to identify how the storyline develops and events are sequenced
• identifying and discussing how language is used to influence audience response, for example, how particular language choices impact on readers impressions of people and places, such as feelings of attachment or longing in 我是在那所屋子里出生的。虽然房子很小，可是很舒服

Moving between/ translating

2.15 Interpret meanings expressed, with attention to values such as respect and politeness, as observed in interactions in context

• identifying ways to interpret and explain key concepts and cultural practices identified in Chinese interactions, for example features of student-teacher interaction or child-adult interaction where politeness and respect are important factors in interaction
• describing assumptions and expectations inherent in interactions, for example how concepts of respect, celebration and etiquette are reflected in language, voice and gesture in interactions

2.16 Clarify context and purpose when translating the meanings in everyday texts into English

• analysing Chinese texts alongside their translations to identify the challenges of translating culture and developing strategies to overcome them (What is lost in translation? Why can’t we just translate word for word? Why does context matter?)
2.17 Develop strategies for translating unfamiliar concepts across cultures

- drawing on a range of linguistic supports to develop their own vocabularies and ways of expressing ideas in order to accurately convey meanings across languages, for example creating their own personal vocabulary lists; use of print and online dictionaries
- focusing on nuances of word formation and context when looking for ways to convey Australian cultural concepts in Chinese, for example 澳洲肥牛, bushwalking

Expressing and performing identity

2.18 Express personal insights into aspects of youth culture and learners’ role within it and how this plays out in their interactions with others, locally and globally

- comparing own experiences and opinions with those of Chinese youth encountered in a diverse range of texts and contexts, for example how young people feel about school: What is universal? What is culturally-specific? What is environmental? Why do we do it this way?
- constructing texts and participating in interactions with young Chinese which involve sharing aspects of their own identities as young Australians, for example considering ‘What would Chinese youth find interesting?’ ‘How do I want to be perceived or understood?’
- exploring diversity within Chinese identity and becoming more aware of this when interacting with Chinese-speakers, for example understanding that calling Chinese-speakers 中国人 does not reflect the diversity of Chinese-speaker identities

2.19 Explore and compare expressions of identity in public and personal texts across cultures

- observing ways in which identities are expressed and developed and identifying ways in which aspects of individual and group identity are conveyed in everyday interactions observed in youth media: TV series, film, song
- comparing the ways in which identities of individuals and groups are described and reflected in everyday texts such as short stories, online chat

Reflecting on intercultural language use

2.20 Recognise linguistic and cultural challenges in conveying information, reflecting on how their own meanings may be perceived or understood by Chinese speakers

- reflecting on own assumptions about Chinese culture and examining how these views have changed and how this influences their interactions with others
- discussing issues encountered when interacting in Chinese and reflecting on how to respond, for example what to do when they don’t comprehend words used or meanings expressed by other participants
- identifying and responding to intended and unintended meanings reflected in interactions, for example noticing contradictions between what is being said and the posture, movement, gesture and expression of participants ‘How do I seem interested
when I am not?’, ‘How do I interpret participants’ real meaning?’; ‘Are they just being polite or are their words genuine?’)

- reflecting on their own language choices and interpreting how these may have been perceived by Chinese speakers (Was their communication culturally appropriate? Did they adjust their language and body language to help them convey meaning more appropriately and effectively?)

- reflecting on how one’s own cultural values and norms may relate to those of Chinese-speakers (What are the values held by Chinese speakers? What values are non-negotiable? What Chinese values do they feel they should validate and support?)

**Understanding**

**Systems of languages**

**2.21 Develop auditory skills to recognise pronunciation and tone in language spoken in diverse contexts**

- listening to interactions in both visible and non-visible contexts with unfamiliar voices at diverse speed or clarity to develop auditory and comprehension skills

- discriminating between sounds heard in oral discourse including the range of vowel and consonant combinations for example ‘qin’ vs ‘qing’ and ‘chi’ vs ‘qi’

- examining the diverse meanings of words that share similar sounds, for example the many meanings of the sound ‘shi’ and how to differentiate between 同音词 and 近音词 in different contexts (同意 and 统一)

- comparing examples of regional variations in pronunciation, for example the Beijing use of 儿 and the southern pronunciation of ‘shi’ and ‘si’

**2.22 Identify components in characters encountered as a means to remember the form and relate it to its correct sound and meaning**

- analysing sequences of characters containing a common component or side to determine the features of form, function and reliability within the group, for example explaining the features of position, phonetic function and range of sounds in the characters 请 情 晴 精 睛 猜

- estimating the probable sound and meaning of characters based on understanding of familiar radicals and phonetic sides when reading aloud

- describing characters to others by naming their components or sides in sequence, for example ‘standing man’ 亻 on the left; ‘words’言 on the right 信

**2.23 Suggest the meanings of words encountered in texts based on knowledge of familiar morphemes**

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

• exploring the nature of common idioms (成语), identifying their meanings and seeing how they add a sense of style in everyday communication, for example 年年有余、人山人海

2.24 Explore ways of developing cohesion by organising and sequencing ideas in own oral and written communication

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

• exploring the uses of a diversity of time expressions and ways to sequence events in time, for example 先......然后......; 一......就......; 了 ......就......; 才; 第一；然后

• comparing the functions of prepositions and discussing the importance of context when determining their meanings in texts, for example 跟；对；给

• developing ideas using nuanced structures, for example using different ways to negate depending on degree of formality or emphasis: 我不是......；我哪儿有......？；我没有办法......；我不能......；不行；别；不准

• exploring and applying ways of sequencing and connecting ideas when constructing texts through the use of conjunctions, for example 不但......而且......；虽然......但是......

2.25 Analyse distinctive features of diverse styles of texts, such as procedural, explanatory and descriptive texts

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

• applying understanding of genre to determine the purpose and intended message, for example in a recipe to cook fried rice, using markers ‘第一步’, ‘第二步’.

• recognising the purposes of texts and analysing features of format and language used, for example in a diary, letter, advertisement

• comparing features of narrative, recount, report and procedure to identify ways in which information is structured and sequenced for purpose

Variability in language use

2.26 Examine variations in language use based on roles, relationships and settings in interactions with Chinese speakers

• analysing the impact of diverse relationships between participants and changes in settings on language use, for example discussing examples of how concepts such as face (面子) and connections (关系) are reflected in interactions between Chinese speakers

• expressing different levels of formality, considering possible word choices when interacting with Chinese speakers in diverse contexts for example when to use slang in
interaction, when to use abbreviations in digital communication, when code-switching is acceptable

• reflecting on adjustments to language use when addressing or referring to different people, for example the use of titles; degrees of formality and directness

Language awareness

2.27 Understand the role of Modern Standard Chinese as an international language and as a unifying influence among diverse Chinese speaking communities

• examining the generational differences in word choice, for example the changes over time in greetings (吃饭了没有、拜拜、嗨) and forms of address (同志、小姐、师傅)

2.28 Explore the use of spoken Putonghua (Mandarin) in the local community and the influence of dialect use in diverse contexts

• 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

2.29 Recognise contexts and features of texts presented in traditional and simplified characters

• viewing words in 繁体字 in familiar contexts and applying their understanding of the simplification process to determine the possible meanings and the 简体字 equivalent
• discussing the use of 繁体字 and 简体字 in Chinese-speaking communities today, including the revival of 繁体字 and the spread of 简体字 in diverse communities

2.30 Explore responses to the impact of English on contemporary Chinese use

• exploring the ways in which English words and phrases are incorporated into everyday communication in Chinese, for example in chat forums and text messaging English expressions of emotion are used (去happy吧) and Pinyin abbreviations are used to replace characters (L P = 老婆)
• examining how globalisation is impacting on Chinese values and language use, for example how responses to praise are shifting to reflect a western concept of gratitude (谢谢) rather than the modesty of the past (哪里哪里)

2.31 Apply understanding of language used in digital media to participate in online forums in Chinese

• communicating ideas in Chinese via text messaging and chat forums
• inquiring into the use of internet language, including numerical representations of words (55555 = 呜呜他在哭) as a means of private communication among youth
• exploring the use of mobile phones and the internet to replace old ways of communication, for example texting or emailing New Year greetings instead of going to 拜年 in person
• exploring the reduction in use of terms for humility and formal phrasing as more people engage with digital communication

2.32 Explore how language can be used to empower and disempower others
• examining how the adaptation of words reflects and encourages changes, for example gender equality is reflected in the use of 她 to acknowledge females and 他 to include both men and women
• considering how they can validate the diverse identities of others in their own communication and be more inclusive in their own language use, for example what questions could they ask to understand others better? What words are best to be avoided? How can they express their opinion without offence?
• identifying ways in which language can be used to persuade others, for example in advertising and propaganda / community campaigns (the use of 和谐)

Role of language and culture

2.33 Consider how their communicative practices are influenced by their knowledge of different languages and cultures
• exploring how known languages influence their communicative preferences, for example reflecting the values of one culture when communicating in another e.g. 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
• reflecting on how their own language and culture influence how they respond to others, for example asking ‘Do I judge others based on my own beliefs?’ ‘Why don’t I like a particular Chinese practice? What does this say about me and what I value?’

Years 9 and 10 (Level 2) Achievement Standard

By the end of Level 2, students interact with others to share ideas and opinions on topics of interest and to participate in social events with others. They negotiate with others to explore alternative opinions and ideas and reach common understandings. They access information from a range of spoken texts and use the information to form opinions and present a position. They participate in viewing creative performances and share their responses with others. They read texts in Chinese to access information and build a position to inform others or take action, and read short imaginative texts in order to engage with aspects of youth culture in Chinese communities. They produce character texts using handwriting or digital methods, to correspond with and build relationships with others, to produce informative texts about topics of interest and concern and to express personal ideas in imaginative ways. They access characters and vocabulary from a range of print and digital resources to enhance their ability to communicate. Sentences include a range of structures to incorporate information and ideas into the message, including relative and attributive clauses, and
prepositional phrases used to describe participants, time and place. Adverbs are used to express time, tense and frequency of events. They compare information and ideas and explain or justify information. They relate events using conjunctions.

By the end of Level 2, students speak with attention to pronunciation and tone. They use their knowledge of the Chinese writing system to expand their reading and writing abilities, using digital resources and text creation methods to communicate with others, and online and print dictionaries to assist in accessing information in Chinese texts. They recognise the key features of Chinese grammar and features of sentence structure that are distinctive to Chinese, and how they impact on their effective communication. They identify how information is structured in Chinese texts and the importance of this understanding to correct interpretation of meaning. They respond to diversity within the Chinese spoken and written language, identifying differences in traditional and simplified characters, and the importance of regional dialects within the Chinese community. They explain how features of Chinese culture impact on communication practices and apply this to their own interactions with Chinese people.