Foundation to Year 2 (Level 1)

Foundation to Year 2 (Level 1) Band Description

Students interact using and learning Chinese within the immediate contexts of the classroom and school environment with a focus on children’s personal interests, general language development and learning experiences. Language learning and use is focused on everyday classroom interactions. Visual displays, gesture, and contextual clues are used to support understanding, mediated by teacher questioning, with scaffolding and interactive talk presented in both Chinese and English. While learners are encouraged to use Chinese whenever possible, English is used by both teacher and learners for discussion, reflection, questions and explanations.

Students’ use of Chinese involves mostly class activity and group responses, using simple structures and vocabulary as they familiarise themselves with the sounds and words of the language. They participate in active listening and action-related talk, games and play. They begin to ask and answer questions in Chinese to share personal information and share their learning with others within the school community through performance. Learners become aware of Chinese as an alternative code different from their own and that other languages exist within their own classroom and country. They begin to observe that the sounds of Chinese can be encoded in Pinyin, using familiar letters but with often unfamiliar or specific sounds attached to them. They recognise tones as an important element of Chinese speech not present in English. Students engage with the written language, viewing samples of characters as captions to images and as text in storybooks often glossed in Pinyin. They engage with the writing system by learning to recognise characters with a focus on basic character forms that represent familiar objects and ideas and characters that convey significant cultural meanings. They copy and trace characters onto cards and pictures experiencing the diversity of strokes and structures that contrast with their developing understanding of English writing. Learners begin to learn about Chinese culture through participating in celebrations, song and dance. They rely on teacher questioning to notice similarities and differences between their life and the life and experiences observed in Chinese language communities.

Foundation to Year 2 (Level 1) Content Descriptions and Elaborations

Communicating

Socialising and taking action

1.1 Participate in class routines, activities and short conversations in response to teacher questions

- following teacher’s instructions for class routines, for example 站起来 and 请坐
- responding to words or instructions to participate in activities, for example games, through action (‘Simon says’) or other forms of expression, for example a picture matching game
- responding to expressions such as 你好、谢谢、再见 and answering questions to share personal information, for example 你叫什么？
• recognising the role of gesture in communication to help to convey meanings, for example nodding or shaking head in response to others, finger gestures for numbers

**Obtaining and using information**

**1.2 Listen for key words and share information with others**
• learning to predict before listening, using teacher scaffolding, for example ‘We are going to listen for the information about his family members, and what might be the words used?
• matching information heard with pictures or other visual clues
• presenting key ideas in alternative ways, e.g. draw pictures for captions/labels, stating key words heard in response to questions

**Responding to and expressing imaginative experience**

**1.3 Participate in action-related performance**
• expressing a personal response to the storyline or characters in an extract from a traditional story heard or viewed with English or visual support, for example Monkey King 《孙悟空的故事》
• responding to language seen or heard in Chinese children’s programs, for example song 《两只老虎》, cartoon 《喜羊羊与灰太狼》
• participating in performing songs and rhymes, for example. 《祝你生日快乐》，《一只青蛙》

**Moving between/translating**

**1.4 Match words and phrases spoken in Chinese to images, objects or words in English**
• recognising meanings of familiar words by identifying the English equivalent or matching to images
• recognising the English equivalent of common expressions in Chinese, for example 对不起 and 不客气

**Expressing and performing identity**

**1.5 Share information related to personal identity**
• sharing personal information in response to questions related to one’s identity in order to differentiate self from others in Chinese, for example personal name, family name, zodiac sign, family members

**Reflecting on intercultural language use**

**1.6 Engage with aspects of everyday life in Chinese communities and compare experiences across cultures**
• viewing images, watching programs and participating in events and expressing personal responses to aspects of culture encountered by responding to teacher prompts such as what do you see., what do you notice .. how do you celebrate ...
• relating aspects of life in Chinese communities to own life world and experience such as relating images of classrooms, home environments or street scenes in diverse contexts to own experiences

**Understanding**

**Systems of language**

1.7 **Experiment with pronunciation, tone and rhythm in Chinese speech in everyday interactions and classroom activities**

• exploring the application of tones to diverse sounds in Chinese and associating tones with actions to assist tone recognition, for example hand gestures
• noting that spoken Chinese include sounds (syllables) that are familiar or similar to English, for example lin and hao, as well as sounds that are different, for example qiu and xiong

1.8 **Recognise Chinese characters as a form of writing and associate character forms with their meanings**

• identifying Chinese characters from other forms of written expression, for example English writing, visual imagery (drawing)
• knowing that each character has meaning and exploring the connection between meaning and form, for example 人 is ‘person’

1.9 **Recognise syllables in words and that each syllable has a meaning**

• identifying syllables that make up Chinese words, such as 小/老/鼠 (xiǎo/lǎo/shǔ), and explaining that words such as 小狗 (xiǎo gǒu) have two syllables, with each syllable having a meaning
• making connections between words sharing a common syllable/morpheme, for example 小狗、小猫、小朋友

1.10 **Understand that Chinese sentences have a particular word order**

• replacing words in patterned sentences to express a personal meaning, for example replacing 狗 in 我有狗 with 猫 to say 我有猫
• recognising the topic of a sentence, for example 我爱妈妈 is about ‘I’, and 妈妈爱我 is about ‘Mum’

1.11 **Identify features of familiar texts in Chinese**

• identifying punctuation, headings and images of familiar text types in Chinese, for example in a children’s book, and appreciating their role in understanding texts

**Variability in language use**

1.12 **Use titles according to roles and relationship with others in interactions**

• understanding that people are recognised by their titles and the way they are addressed by others, for example ‘What do you call your teacher, your doctor and your grandparents?’; ‘Are the Chinese ways of addressing these people the same?’
• using appropriate terms to address people, for example 王老师、Adams老师、Smith校长

**Language awareness**

1.13 Recognise that Chinese is a major community language in Australia and is spoken by communities in many countries

• exploring language use in Australia and recognising people who are local or in the media who speak a different language, for example saying ‘My mum’s friend is from China, and she speaks Chinese.’

• discussing why there are different languages spoken by Australian families

• knowing that Chinese is used not only in China but also in other areas of the world

**Role of language and culture**

1.14 Understand that language learning is interrelated with the concept of ‘culture’

• recognising the value in learning about other cultures and exploring various aspects of the concept of ‘culture’ for Chinese, including traditions and customs, festivals and celebrations, food and diet

• comparing aspects of Chinese and Australian cultures and identifying facts of interest, for example finding out what the biggest celebrations are in China and Australia and how these two celebrations compare to each other.

• developing an appreciation of the importance of culture in language classrooms through engagement in celebrations, dance, song

**Years 3 and 4 (Level 1)**

**Years 3 and 4 (Level 1) Band Description**

Students engage in learning and using Chinese in the context of the classroom with a focus on their everyday educational experiences and their personal, family and immediate social environment. Their learning and use is action-related, with teacher language adapted to their immediate needs, locating the language in a practical communicative context. Learners actively use the language to participate in action-related talk and complete tasks while relying on teacher modelling, prompts and repetition. English language is used where it supports comprehension and participation in language-focused tasks, and when discussing issues of comparison and contrast between languages, cultures and experiences.

Students engage primarily with the oral language, with active listening during teacher talk, songs, rhymes, stories read aloud etc. Learner language involves recognition and use of formulaic language: students learn to name and count, identify and describe people and objects using repetitive structures and vocabulary as they familiarise themselves with the sounds and words of the language. They discover the distinctive features that constitute the spoken language and begin to use Pinyin and tone marks to focus on and practise syllables and tones they encounter in new words and texts, recognising that the sounds of Chinese words rendered in Pinyin often conflict with their developing understanding of English letter sounds and spelling expectations. Printed texts used to assist in
reading aloud or singing are primarily presented in Pinyin, though these may be glossed with characters.

Students become aware of the function of Pinyin as a tool for learning the spoken language and as a means of accessing the sounds of Chinese characters. They use Pinyin to record new words and exchange ideas in print, knowing that characters represent the real form of writing in Chinese. Learners explore the nature of the written language, identifying features of the character system, and learning to recognise and name characters and their component forms and to view these in the context of texts as they continue to develop their character recognition skills. They copy characters with attention to stroke sequences and component forms and apply these skills in producing texts relating to culturally significant topics or events, for example cards, posters.

Students reflect on their experiences of learning and using Chinese, comparing their life and experiences to those observed in Chinese language communities, and contrasting their knowledge of speech and writing to their new experiences with the Chinese language. Discussion in English as appropriate supports learning and develops children’s conceptual frame for talking about language and culture systems and reflecting on the experience of moving between languages and cultures. They learn to recognise actions as culture-related and to understand and respect the fact that diverse speech communities have their own distinctive ways of interacting.

**Communicating**

**Socialising and taking action**

2.1 Interact with classmates and respond to questions to exchange personal information and facts about people and aspects of daily life

- initiating conversation in familiar social contexts, by greeting participants and introducing oneself
- recognising and responding to gestures and social manners used in social interaction to enhance communication
- giving opinions and commenting on experience in interactions using familiar expressions, for example 好玩！完了！我可以......?
- responding to questions and turn taking signals such as pauses and indicating difficulties in communication by saying, for example 我不懂
- participating in activities through song, dance and performance related to national, cultural and personal celebrations and achievements, such as festivals, birthdays, national days

2.2 Write short pieces of correspondence, such as cards, text messages and notes to share personal information and ideas

- building their message using models and modifying language to suit personal needs
- selecting words to share personal meanings, for example expressing good wishes using ‘four-character phrases’ and season’s greetings drawn from word lists (恭贺新禧、兔年大吉、圣诞节快乐)
- adopting or creating drawings to support written communication in cards, posters, and visual displays
Obtaining and using information

2.3 Obtain information related to people, objects and events and share it in interactions with others

- developing skills in listening for meaning in everyday classroom interaction; avoiding listening to understand every word
- reporting information obtained from speech, focusing on key details of people and activities when viewing a recording, for example watching an interview with Chinese children, and identifying number of participants, year level or age, event, place

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

- applying understanding of Chinese textual features to assist comprehension, for example knowing that the structure of a floor plan, map or calendar can help to understand the information presented
- identifying and locating familiar characters or words in texts for example numbers, names, and discussing the purpose and meaning of the text
- presenting key information in different formats with visual support, for example using images or charts with a legend

Responding to and expressing imaginative experience

2.5 Engage in performances with a focus on rhyme, rhythm, gestures and actions that contribute to meaning

- identifying features of language, for example rhyming in ‘一二三四五，上山打老虎’ when viewing performances such as a song and dance show for children
- applying different forms of familiar words in context to suit a certain style of language, such as ‘兔子’ used as ‘小白兔’ or ‘小兔儿乖乖’ to express endearment
- using gestures and other movements to assist appreciation of sound and rhythm in performance and enhance the impact of performance, for example using facial expressions to demonstrate emotions during a play

Moving between/translating

2.6 Identify meanings and explain the purpose of key words and phrases encountered in everyday interactions

- associating intentions and meanings by relating words to voice, expression and gesture in interaction
- comparing Chinese sentences to their English version and recognising Chinese-specific grammar ‘rules’, for example in comparing ‘我有两只猫’ to ‘I have two cats.’, noticing the use of measure words ‘只’, use of number ‘两’, and the noun ‘猫’ (cat) as a plural
2.7 Identify and convey in English the meaning of familiar characters and words encountered in a range of texts and contexts

- explaining cultural meanings of colloquial phrases used on specific occasions, for example asking why Chinese people say恭喜发财、万事如意、兔年大吉 to give New Year wishes, discussing how such phrases are used and how such wishes are expressed in English
- suggesting the meaning of key phrases in texts by identifying and naming familiar characters, for example, 十二 in the phrase ‘十二生肖’ – the 12 zodiac animals
- recognising characters used in specific cultural events, for example ‘福’ in various forms of New Year decoration (paper cutouts, folk art, couplet) and looking at how the form might change, for example asking why 福 is sometimes presented upside-down

2.8 Recognise the challenge in translating key words and phrases relating to, for example, family relationships

- identifying Chinese words that reflect a particular cultural view, for example why there are different words for older brother and younger brother and why Chinese people differentiate between the two
- describing the meaning of Chinese words and phrases that do not translate directly (word-by-word), for example 属、岁、马马虎虎

Expressing and performing identity

2.9 Express aspects of personal identity, such as name, family membership, zodiac sign and nationality

- discussing the concept of ‘self/自我’, exploring questions such as ‘What makes me special in my family? In my class? In my school?’
- expressing basic facts about self in Chinese, for example 我叫 Johnny, 我九岁半, 我是澳大利亚人, 我会说...语.
- prioritising information about self according to audience, for example considering which information to present in diverse contexts, such as when nationality is important information

Reflecting on intercultural language use

2.10 Observe interactions and experiences in diverse communities and relate these to own experiences

- visiting or viewing festivals and community events and discussing their responses to the language and practices associated with such events
- sharing own understandings of Chinese culture by comparing life experiences with those of young people in diverse Chinese communities
- exploring the cultural values associated with particular words in Chinese such as numbers, colours, and propitious words (福禄寿)
Understanding

Systems of language

2.11 Recognise the tone-syllable nature of Chinese spoken language and apply knowledge of syllable and tone in own speech and interaction with others

- identifying and explaining differences between Chinese phonology and English including the tones, syllables and intonation and identifying sounds and syllables that are particular to Chinese
- recognising the sounds associated with letters and syllables in Pinyin and, and attempting to associate the Chinese sound to their Pinyin spelling and differentiating from English sounds for letters and syllables, for example qī, piě, rán and qù
- recognising the 4 tones and exploring differences between them through listening and viewing interactions between speakers
- engaging in tonal awareness raising activities and mimicking the intonation of Chinese spoken language with attention to stress, word grouping, pauses
- understanding the role of Pinyin in learning to speak Chinese; and differentiating the functions of Pinyin and characters in written text

2.13 Explore the structural features of Chinese characters, such as stroke types and sequences, and component forms and their arrangements

- exploring the process of character construction, including number of strokes, the shape of strokes, differentiating between similar strokes, general rules of stroke order
- engaging with a range of character components and exploring their individual meanings, and recognising the number and arrangement of components in a character
- making connections between characters and diverse component forms, for example 手 and 扌; 水 and 氵; 火 and 火; 人 and 亻

2.14 Recognise that Chinese words are made up of syllable-morphemes and identify key morphemes in words of related meaning

- exploring the concept of ‘word’ in Chinese and knowing that each character is a meaningful unit (morpheme) that is used to make up ‘words’
- making connections between key morphemes in familiar words, for example fruit group 水果、苹果、果汁; vehicle group 汽车、火车、跑车

2.15 Identify features of grammar that reflect Chinese-specific ways of expressing ideas

- exploring basic sentence structure in Chinese, consisting of subject-verb-object, and learning to analyse sentences in both Chinese and English, for example “What’s the subject in the sentence ‘My mum drives a car’? How about in the Chinese sentence ‘我吃肉’? Do sentences work in the same way in Chinese and English?”
• recognising grammatical features and how their use differs in Chinese and English, for example the lack of articles in Chinese; how adjectives can be used as verbs; limited use of the verb ‘to be’ 是
• following patterns of word order / sentence structure when creating sentences to express their own meanings, for example changing the subject pronoun, or an adjective or verb in a sentence

2.16 Describe features of text types presented in Chinese
• exploring the idea of ‘text’ and understanding that each text type has a particular purpose in both English and Chinese, for example comparing a movie poster for the same movie in Chinese and in English and discussing whether the purpose and format is the same across languages
• recognising Chinese-specific texts, for example 教室黑板报, and discussing the cultural significance of such texts
• applying knowledge of text features such as interviews to help locate key information, for example using questions asked as a cue to obtaining key points of information in the response

Variability in language use

2.17 Use terms that recognise family relationships, respect or authority in their own interactions
• recognising how differences in the relationship between participants impact upon interactions, and identifying terms that reflect their relationship, for example 您、二哥、王医生、小朋友
• exploring different ways of responding to others based on their relationship, for example talking to a friend compared to talking to a teacher

Language awareness

2.18 Understand that languages are not restricted by national boundaries
• investigating the use of Chinese in Australian communities and recognising countries and regions where diverse forms of Chinese are widely used, for example China, Hong Kong, Taiwan, Singapore, Malaysia, Vietnam, USA

2.19 Recognise diversity in the forms of speech and writing used in language communities
• exploring differences between spoken English and Chinese as well as other languages represented in class, and describing the differences, for example ‘How do you tell they are speaking Chinese?’
• comparing written scripts in various languages and identifying differences in letter or symbol formation

Role of language and culture
2.20 **Observe personal and collective practices that constitute an important aspect of communication**

- comparing cultural practices and discussing how these events and traditions are closely related to expected language use, for example exchanging good wishes in celebrations
- exploring the use of language and symbolic images during cultural events, and describing the cultural meaning represented, for example looking at the use of the colour red during Chinese New Year and in good wishes of ‘红红火火’ and asking why red is so widely used during celebrations in China. What is the cultural connotation of 红?

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

By the end of Level 1, students ask and respond to questions to exchange personal information and interests. They participate in creative performances in collaboration with others. They use gestures and movement to support their oral communication. They create short texts in characters by copying from word lists to convey personal information using models, or produce cards and posters for special occasions and events. They identify key words in texts glossed in Pinyin, or locate familiar words in texts presented in characters. They recognise familiar word order in Chinese sentences and use model sentence patterns to incorporate their own meanings in communication. Sentences are short, following the basic subject-verb-object structure with occasional use of adjective predicates. Numbers are used to describe age, family members and to quantify objects (with measure word).

By the end of Level 1, students understand that Pinyin provides access to the sounds of the spoken language and use it to practise speaking with attention to pronunciation and tone. They recognise features of the Chinese writing system: the range of strokes and their sequences in character writing and how component knowledge can assist in learning characters. They recognise that Modern Standard Chinese is a language of global importance and identify examples of Chinese use particularly within their own community. They describe features of Chinese culture and display awareness of cultural values when participating in interactions with Chinese people.

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

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

Students engage in learning and using Chinese in the context of the classroom with a focus on interacting and sharing information and ideas related to their personal, family, and local environment, and their everyday educational experiences. Their learning and use is experiential, with a focus on communication of their own ideas and collaborative decision making, with teacher support. Learners engage in exploration of patterns and features of the language, talking about and making connections between known languages and cultures and comparing different ways of communicating in familiar contexts.

Engagement with oral language includes active listening as the teacher talks, observing or viewing interactions between speakers in everyday contexts, and using the spoken language through participation in songs, rhymes, stories read aloud, games etc. Learners engage in interactions with each other: they ask questions and share information, describe people and objects and recount events. They speak with attention to the sounds and tones of words using formulaic language and using their knowledge of familiar language structures in new contexts. They extend their vocabulary
range using word lists and other resources, assisted by the teacher to achieve their communication goals. They use Pinyin as an aid to learning, to record and learn new vocabulary and to prepare drafts of spoken and written texts.

Students engage with written language with a focus on mapping character forms onto their familiar oral vocabulary and recognising and naming characters in context. They develop strategies for identifying or recalling characters encountered in texts. They develop deeper insights into the nature of the character system, exploring character components in context and relating features of character form and structure as they practise writing with attention to stroke sequences and balance and proportion of components while learning to understand and remember sound and meaning. Character lists are used to relate known oral vocabulary to characters and to promote active writing in Chinese characters. Texts presented in characters are glossed in Pinyin, or supported by using character–vocabulary lists according to the task. Students write or type in characters to correspond with others in letters, texts and emails, and create short texts with visual displays, for example posters, cards and maps, using Pinyin input systems to generate texts in digital formats.

Students reflect on their experiences in learning and using Chinese, and in engaging with Chinese language in their local community. The use of English for discussion, reflection and explanations ensures the continued development of learners’ knowledge base and intercultural capability. They compare their everyday communications and social interactions to those observed in Chinese language communities, learn to recognise culture-related aspects of communication and interpersonal interaction and attempt to apply this understanding in their own communication. They begin to appreciate the value of understanding and using a second language in a multilingual society.

**Years 5 and 6 (Level 2) Content Descriptions and Elaborations**

**Communicating**

**Socialising and taking action**

3.1 **Interact in everyday social settings and explore how friendships and relationships are established and maintained**

- initiating conversation, using various ways of addressing and naming people (including nicknames for friends), and greetings (嘿、哈罗、吃了吗、校长好)
- identifying when and with whom to use key courtesy phrases, for example expressing thanks 谢谢 (seldom used among close friends or family members) and associating these expressions of respect and intimacy with language used in interactions
- maintaining conversations by taking turns to express ideas and opinions, making sure that other participants are included in interaction, for example by asking ‘你呢？’

3.2 **Socialise and share ideas and opinions on everyday experiences**

- opinions from others as appropriate to the context, for example, differentiating ‘你几岁？’ from ‘你多大？’ when interacting with different participants
- expressing degrees of preference and willingness using a range of intensifiers, modal and action verbs and forms of negation for example 想、很想、非常想、不想、不太想
• supporting own opinions or decisions by offering a justification, using for example 因为

"我想去北京因为北京有长城。"

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

• responding in an appropriate manner to questions and opinions, expressing agreement and disagreement, for example 对，我也很喜欢运动。

• applying appropriate terms when responding to others, for example when agreeing, thanking, apologising, refusing, declining, taking leave

• making particular choices of language and gesture during interaction and discussing reasons, for example ‘Is it polite to ask directly “Who is this?”’; ‘Does tone/stress play a role in asking questions?’

**3.4 Write correspondence to establish relationships and share personal information and experiences with others**

• recognising the recipient of correspondence by naming and referring to them appropriately, for example starting a letter ‘James 你好’

• planning and organising content to suit the needs and interests of the recipient, introducing self at the beginning of a letter and closing with some positive comments

**Obtaining and using information**

**3.5 Identify key points of information in interactions and apply this in making choices or decisions**

• identifying specific information and discussing cultural expectations of the intended audience, for example asking why Beijing is the first city mentioned in a Chinese weather forecast

• applying knowledge of textual features of particular texts to predict or assist in identifying key information, for example predicting hearing city names in a documentary about travelling

• managing overall comprehension by recognising how stress and intonation are used to highlight key points

• making decisions based on key information collated from speech, for example plan for a holiday destination based on previous travelling experiences

**3.6 Organise and present information about people, places or events in alternative formats**

• organising and presenting information in a culturally appropriate sequence, for example family name first when giving information about a person (他姓王，他叫王小天，是马来西亚人。)

• adding emphasis and enhancing the presentation using gesture, stress, volume and phrasing to convey information
• supporting communication using pictures, charts and graphs when making a presentation

3.7 Read texts and identify and interpret literal and cultural meanings of characters, words and phrases used in diverse contexts

• identifying key features of text and organisation of content to assist locating and comprehending information, for example knowing weekdays are listed on the top row of a timetable

• exploring particular language used in written texts, for example brochures, and discussing how it reflects the common understanding of certain practices in Chinese culture, for example 八折

• monitoring information flow by recognising markers of time, for example recognising ‘第二天’ highlights a sequence of events

• developing strategies of scanning and skimming to locate key information, for example identifying someone’s contact details on a directory page

3.8 Present information in visual displays such as posters, charts and maps to inform others about aspects of life in diverse communities

• developing strategies for collecting relevant information using a range of tools, for example idea-organising charts, Venn Diagram

• recognising the needs of readers when planning and organising information to share, for example highlighting 我城市的艺术节 when introducing ‘My City’ to Chinese readers who are fond of entertainment

• organising information in ways that assist the reader’s comprehension, for example using visuals, charts, including a title 周记 on an activity chart

Responding to and expressing imaginative experience

3.9 Participate in performances using rhythm and intonation, phrasing and movement to express emotion and enhance meaning

• participating in aesthetic performances applying specific prosodic features, such as ‘tone flow’ 抑扬顿挫, for example when reciting a poem 诗朗诵

• recognising stylistic devices used in popular culture, for example simile (比喻) in songs （我爱你,我爱你, 就像老鼠爱大米）

• creating performances in contemporary forms such as a rap song or digital story to enhance audience appreciation

• taking on roles in imagined scenarios to present to others

3.10 Identify and respond to features of storyline when participating in shared reading of narratives

• predicting the content before starting to read by connecting key features of narratives in Chinese and English, for example looking for clues in the title of a book
• recognising key words and punctuation and applying the knowledge of strategies to assist reading, for example knowing the use of double quotation marks to signal a quote

• analysing the development of a story and how the sequence of events might be manipulated depending on the purpose of texts, for example 倒叙 (recount) in presenting the result at the beginning of a story

3.11 Write short narratives with a focus on descriptive language to describe characters and sequence of events

• creating narratives in an imagined context, for example writing a digital story to share with readers beyond the class

• applying an understanding of narrative to develop the story and the characters when planning, for example considering ‘Who is the major character?’; ‘Why is this character interesting for the readers?’; ‘How can I sequence my story to grab the reader’s attention?’

• using language and images to achieve certain effect, for example using repetition (重复) as an intensifier (“很大很大的球”; “走啊走啊走啊”)

Moving between/translating

3.12 Identify the contribution particular words, phrases and gestures make to how meaning is conveyed in Chinese in everyday interaction

• recognising the role gesture plays in oral interaction, including emblematic (hand) gestures, gesturing for emphasis and interactivity, and taboos within Chinese communication such as pointing directly at someone

• differentiating between word-by-word meaning and intended meaning, for example 我 喜欢一个人看书 is literally ‘I like one person to read’ but means ‘I like to read alone’

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

• identifying Chinese symbolism in print and digital texts, for example longevity symbol, and developing ways to include their culturally attached value when expressing the meaning of these symbols in English

• developing strategies to use a range of digital tools, for example an online dictionary or online translator, to extend one’s expression in written communication

3.14 Explore the notion of equivalence, recognising commonality and differences in how meanings are expressed across languages

• focusing on overall meaning, identifying how best to interpret key words for example the use of the verb ‘to be’ (是) after first, second and third person pronoun; numbers with measure words; possessives with 的; plurals

• comparing culturally appropriate manners, for example less hugging as greeting among friends in Chinese culture

• exploring how bilingual (Chinese-English and English-Chinese) dictionaries in both print and digital forms help people with translation between languages
Expressing and performing identity

3.15 Share personal information that is significant to their sense of identity

- sharing culture-specific aspects of ‘identity’, for example language community (我是希腊人，我周末学希腊语) or football club membership, and discussing why this is an important aspect of who a person is
- defining identity through expressing relationships with others, for example, friendship groups (我的朋友是Lisa和George，我们都很聪明), ethnic group (我是德裔澳大利亚人)
- selecting information to share with a particular audience, for example students from a sister school in China, asking ‘Why do I think this information is important to represent who I am?’; ‘Why do I think my audience would find this information interesting and relevant?’

Reflecting on intercultural language use

3.16 Experience interaction in everyday contexts and comment on features of interaction that reflect the cultural values and expectations of participants

- Engaging with speakers in formal and informal contexts and reflecting on reasons for anticipated or unexpected challenges in effectively completing the interaction
- Exploring contexts in which formal or polite language is expected and comparing these with own cultural practices
- investigating aspects of home, school and social life in diverse Chinese communities to better understand life experiences across cultures and environments

Understanding

Systems of languages

3.17 Discriminate between similar or related syllables and words by listening with attention to tone, stress and phrasing

- recognising familiar language spoken by different people and voices, both seen and unseen
- recognising and discriminating between homonyms in Chinese, for example shì (是 and 室) relying on context to assist understanding and differentiating syllables with different tones (for example shì是 and shí十)
- connecting the sound of spoken Chinese with the spelling and tone marks of written Pinyin, for example reading out words written in Pinyin with attention to Chinese pronunciation and tone; using Pinyin to record the sound of words or sentences encountered

3.19 Analyse character structure, sides and component sequences to relate the form of a character to its particular sound and meaning

- analysing characters by identifying the number of components and the structure of characters
• applying their knowledge of characters in learning to read and write new characters, and developing strategies for learning, for example making connections between characters with a common component (你、他、们)

• learning about the process of reading in Chinese and comprehending written texts by linking the character form to its sound and meaning

• exploring features and conventions of Chinese text, including lack of word spacing, punctuation, and variability in text direction, and comparing texts in traditional characters with texts in simplified characters

3.20 Use knowledge of morphemes to identify and recall the meanings of words in context

• developing knowledge of metalinguistic terminology, discussing, for example ‘What is the plural form? How do we know it’s plural when reading in English? Can we tell when we read a Chinese word?’

• recognising that in Chinese verbs convey tense without verb conjugation, for example explaining why 有 can mean ‘have’, ‘had’ and ‘has’

• explaining ‘tense’ across languages, for example by asking ‘What tense is used in English to talk about a future activity? Can you exemplify how future tense is used in English? How is future tense expressed in Chinese?’ (我明天去北京，下个星期去上海)

3.21 Structure a sentence to express details, such as time, place and manner of an action and to sequence ideas

• identifying the use of adverbial phrases and extending understanding of sentence structure using subject-time-place-manner-verb-object, for example 我星期一上学。我在墨尔本上学。我走路上学。

• exploring the clauses of a sentence in Chinese and noticing how they are linked coherently, for example 他叫王晓明， (他) 是我的朋友。（zero subject/pronoun）

• applying processes of discourse development including joining （也、 和）, contrasting （但是）, and sequencing （就） information

• applying one’s linguistic resources flexibly in unfamiliar linguistic contexts, for example combining 非常 and 不 when expressing intensified negation (我非常不喜欢白色)

• using alternative language to clarify intended meaning, for example saying ‘我不胖不瘦’ when not knowing the phrase ‘中等身材’

3.22 Recognise features of text organisation in a range of texts and contexts

• identifying Chinese specific textual features in written correspondence, for example, Order of information in the address

• Comparing textual features and language used in different types of written communication across languages, for example, ‘How does formatting a letter and an email differ in English?’; ‘Why there are such differences?’ ‘How does formatting or a letter in English compare to Chinese formatting?’
• describing the major features of familiar text types in Chinese, for example narratives, and experimenting with analysing Chinese texts, for example recognising the ‘problem’ and the ‘resolution’ in a narrative

• experimenting by creating multi-media texts in Chinese, for example digital story and planning the presentation of the information to suit its purpose and audience

Variability in language use

3.23 Explore the impact that variables such as age, gender, and social position have on language used in interactions

• experimenting multiple ways of expressing similar meanings in Chinese, for example. 你叫什么？你叫什么名字？你是谁？你是哪位？ and discussing the differences in the context of use

• discussing and analysing how context impacts on people’s interaction and its outcome, for example ‘Would you talk about someone in the same way in an official setting like during an assembly and in a more casual setting like at home?’

• noticing cultural factors that affect people’s interaction, for example respect for elders, and discussing the expectation of using appropriate ways to interact with a senior citizen in Chinese

Language Awareness

3.24 Explore the nature and extent of the use of ‘global languages’ such as Chinese and English

• identifying examples of Chinese language use in local community contexts and exploring the extent of English learning and use in communities in China

3.25 Understand that languages are characterised by a range of accents and dialects

• recognising the variety of community languages in Australia, discussing the reasons for these languages existing in our community, and the reasons for Australian children to learn a second language

• exploring the accents of English and exploring ways of expressing thanks or greetings in a variety of spoken Chinese dialects, for example 广东话、上海话、客家话

• knowing that spoken Putonghua (Mandarin) is the standard spoken language used in China and the main Chinese language taught in other areas of the world

3.26 Recognise that two forms of characters are used in Chinese communities

• knowing that there are simplified and traditional Chinese characters and exploring examples of both forms to explain differences, for example 门 and 門

• understanding that simplified characters are used in China and are now recognised as the standard written form internationally
3.27 Identify examples of how English language is influencing Chinese language use

- recognising 'borrowed word'/借词 in Chinese from English, for example 咖啡、澳大利亚, and in English from Chinese, for example tofu, and discussing how and why these types of words are introduced
- noticing the use of English phrases and sentences in Chinese interaction, for example 拜拜, or a few English lines in a Chinese pop song, and discussing the reason for the ‘code-switching’

3.28 Use technology to construct and convey messages in Chinese

- exploring digital media to express meanings in Chinese (for example typing Chinese characters, sending messages on mobile phones, using an instant messenger program in Chinese) and comparing with these media in English language
- identifying the features of digital communication in Chinese, for example text messages tend to be short and abbreviation is used along with other icons (88); discussing how the media have changed the way language is used
- creating texts expressing personal information by exploring and applying digital input systems, including Pinyin input and handwriting input

Role of language and culture

3.29 Compare the attitudes, values, and beliefs of diverse groups and explore how these are reflected in communication

- identifying cultural values and discussing how they are reflected in language, for example by asking ‘In the colloquial phrase 合家团圆 what is 团圆? Why wish people 团圆? Does this have the same meaning in Australian culture? What’s the relationship between the language use and the Chinese values in this example?’
- comparing values and beliefs across cultures and identifying how Australian cultural values are expressed, for example mateship
- exploring the nature of the concept of ‘family’ in Chinese culture and how this influences relationships between individuals, for example addressing adults as ‘叔叔’, or ‘阿姨’

Years 5 and 6 (Level 2) Achievement Standard

By the end of Level 2, students participate in interactions to share personal information, and provide details and opinions on personal interests and experiences. They use a range of questions to make enquiries, seek clarification and use language and gesture to express understanding. They prepare and present short informative and creative performances in collaboration with others, speaking with attention to pronunciation and tone and using facial expressions and movement to support their communication. They access information from a range of print and digital resources and incorporate key points to inform others or take action. They convey personal information, describe experiences, and express opinions to others in character texts using handwriting and digital methods, supported by word lists and resources available in their environment. Sentences include details of time, place and participants using prepositions and possessive clauses (using 的). They use a range of verbs, including verbs of identification, existence (是), some modal verbs (喜欢、会) to express
interest or ability, and negate with 不 or 没. They use simple connectives (和) and conjunctions to connect ideas.

By the end of Level 2, students understand how Pinyin is used to develop and apply knowledge of spoken language and explain the nature of tone-syllables and their importance to how meanings are conveyed in spoken interactions in Chinese. They identify and describe features of the Chinese writing system, recognising the importance of stroke and component knowledge to learning and using the character system. They show how digital resources and text creation methods are used to enhance their ability 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 familiar texts in Chinese, and the importance of understanding text structure to interpret meaning. They recognise diversity within the Chinese spoken and written language, and identify examples particularly within their own community. They recognise and describe features of Chinese culture reflected in communication practices and apply this to their own interactions with Chinese people.

Years 7 and 8 (Level 3)

Years 7 and 8 (Level 3) 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.

Students use the language for self-expression, to access new information about the world of Chinese speakers and share their knowledge and experiences with others. They extend their knowledge of the grammatical system and its use in spoken and written communication and focus on experimenting with language, exploring how cultural meanings are expressed and adapting these to their own communication needs. They analyse how messages are conveyed across languages and apply their skills in mediating between Chinese and English in diverse contexts. Classroom discussions focus on exploring and extending their range of contexts and audiences as they develop their personal communication skills.

Developing oral language includes actively experiencing using Chinese in a range of everyday contexts and for diverse purposes, with a range of participants and audiences. Students explore a range of written texts, 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, creating and responding to messages from other Chinese users. They compose 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.

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 and in their interactions with others, reflecting on their understanding of and responses to their own experiences when communicating across cultures.

Years 7 and 8 (Level 3) Content Descriptions and Elaborations

Communicating

Socialising and taking action

4.1 Develop relationships and refer to others to suit diverse social contexts

- expressing notions of respect, distance or formality in diverse contexts, for example indicating familiarity or formality when relating to others, such as 毛主席、王律师 in comparison to 老毛、小王
- using language, gesture and posture to indicate levels of respect or humility, for example 贵宾、您、你 and recognising variations in region and situation, for example 丈夫、先生、老公、老板

4.2 Describe interests and experiences and express ideas and opinions in interaction with others

- expressing opinions (喜欢、觉得), ranking preferences using intensifiers (最、真、不太), and stating reasons using conjunctions (因为、所以) to enhance mutual understanding and achieve agreement
- maintaining the flow of conversation to achieve a common understanding by asking questions to request repetition and clarify meanings

4.3 Negotiate arrangements and complete transactions in collaboration with others

- comparing ideas and options to aid decision making, for example making comparisons between activities or items such as 买东西比看电影好玩儿
- adjusting their position in response to the ideas and feedback of others, for example by affirming, accepting, clarifying, suggesting and recommending, such as 我想我们还是八点去吧，因为晚上人少

4.4 Write correspondence to express opinions, and provide reasons for opinions and decisions with reference to the needs or interests of the reader

- developing and sustaining an argument using diverse devices such as topic sentences, inclusive language and rhetorical questions, for example 你知道吗......?
- explaining and supporting a position or view using cohesive devices, for example using conjunctions 不但......而且......；除了......以外, to link ideas and add extra information
- considering ways of expressing ideas to enhance meaning and engage readers, for example adding extra detail to 今天很冷 by stating 今天太冷了，只有零下五度，还下雪，只能在家呆着
- exploring how interpersonal concepts, for example face and collective identity, influence language by using levels of formality and respect appropriate to audience, addressing or
referring to others as 你们，同学们，大家 with 各位读者 used in written Chinese correspondence

- comparing features of correspondence and the circumstances in which some forms of correspondence are preferred, for example why 贺年短信 is popular as a way to ‘maintain face’ and save time
- expressing ideas with recognition of audience views or preferences, for example determining whether to use subtle suggestive language or emphatic declarative statements

**Obtaining and using information**

**4.5 Obtain information from diverse sources in order to make informed decisions**

- examining whether the words and actions of individuals may be interpreted as typical of group perspectives and values
- identifying how different opinions and perspectives are expressed through language, for example 外国人有一些不同的习俗 in comparison to 老外都很奇怪
- considering the views presented by different people and identifying the common threads to achieve a balanced view

**4.6 Identify meanings expressed with attention to how vocal quality, verbal choices and visual clues enhance understanding**

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

**4.7 Organise and present information and opinions in a manner appropriate to the needs and expectations of the audience**

- documenting specific details of events, customs and lifestyles presented from diverse perspectives to retell and discuss with others using reported speech, for example 有人 说；他 讲；她 告诉我；根据他的介绍......
- using language appropriate to purpose, audience and context when presenting information to others, for example when presenting to adults compared with presenting to peers
- selecting information which is relevant to and displays sensitivity towards the expectations and prior experiences of the intended audience

**4.8 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
• identifying bias and discriminating between fact and opinion when accessing information from diverse sources to develop a position or view on a topic

4.9 Write short informative texts using appropriate formats to present information about people, places and events to others

• reflecting on how they interpret and describe people, places and events including customary practices identified in other cultures when sharing information with others
• using images to provide a deeper insight into concepts related to daily life and experience that are culturally-embedded

Responding to and expressing imaginative experience

4.10 Participate in creating imaginative scenarios involving diverse contexts, participants and events

• collaborating to create skits, cartoons or podcasts in which they assume an imaginary role, for example a skit about celebrating Spring Festival
• reflecting on cultural stereotyping and how this influences their own perception of and performance in interactions in Chinese-speaking contexts

4.11 Express a personal view on development of plot or storyline in contemporary media

• discussing features of performance in diverse media, including the use of posture, movement, voice, images and sound to convey different emotions and attitudes, for example asking ‘How might attitudes be interpreted?’ ‘How does the expression of emotion compare with English?’
• recognising the function or impact of particular word choices, for example the use of 非 instead of 不是 to be more ‘classic’ or poetic (原来我非不快乐)

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

• identifying what is considered to be entertaining by comparing aspects of drama, humour and artistic performance across cultures and generations
• identifying language used to convey humour, sarcasm, for example 哼, 就凭你？!
• exploring the diversity of values and practices of individuals and groups observed in Chinese performance

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

• extending use of descriptive language, for example linking sound, smell, taste and feel to set the scene and capture the reader’s imagination in describing the sound of traffic and the smell of breakfast stalls when recalling a busy Beijing morning
4.14 Read extracts from diverse sources to identify and interpret language used to create effects, for example conveying emotions and feelings in narrative texts

- discussing key ideas presented in texts and the perspectives and cultural values held by authors, for example ‘When the author writes ... what is he/she really saying?’
- comparing how stylistic devices, for example simile and symbolism, are used in contemporary and classical literature including poetry and song lyrics
- exploring how synonyms convey varying degrees of emotion and attitude towards people, places and events, for example 我真高兴。你快乐吗？他很幸福！

Moving between/translating

4.15 Recognise the impact of verbal and non-verbal features of communication on interpretation of meaning in Chinese in diverse contexts

- interpreting the implied relationships of participants by observing their language and gestures in interaction and how they adjust their word choices in response, for example what titles are used for individuals in Chinese? how do these titles compare to English practices?
- describing the impact of subtle differences in language use and the way meanings are implied rather than explicitly stated, for example the use of 吧 to indirectly reject or refuse others in 能来看看你吗？ --- 不太好吧?
- acknowledging the cultural expectations of participants when mediating Chinese, including avoiding literal (word for word) translation to convey the intended meaning, for example mediating a response to a compliment such as 你的衣服真漂亮。 ---- 哪有啊?

4.16 Clarify context and purpose when translating into English the meanings of texts such as signs, advertisements

- determining the possible purpose and meaning of commonly encountered public texts by relying on knowledge of textual features and contextual clues
- comparing word choices of warning signs across languages and discussing ways language is used to convey rules, expectations and permission, for example comparing ‘闲人免进’ to ‘Staff Only’

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

- analysing authentic texts alongside their translations to identify the challenges of translating culture and developing strategies to overcome them, for example what is lost in translation? Why can’t we just translate word for word? Why does context matter?
- examining translation art, for example how brands are translated into Chinese: 万事达卡 Mastercard; 奔驰车 Mercedes Benz
- exploring a range of dictionaries, including online translation tools, designed to support mediation of ideas and considering their effect on how the message is conveyed

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

- sharing information about their membership of diverse groups and exploring how this is expressed through Chinese
- exploring the role of language in the formation and expression of identity, for example ‘Why does my classmate go to Chinese school on Saturday?’, ‘Why do I speak Chinese to my teacher but feel strange speaking it to my classmates?’

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

- analysing expressions of identity encountered in Chinese texts and interactions and comparing that with their own assumptions about Chinese people and their own expressions of identity
- comparing generalisations and stereotypes of diverse communities and contrasting that with individual examples of membership in such groups

Reflecting on intercultural language use

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

- identifying characteristic features of how Chinese interact, for example how do Chinese people use gesture? Which non-verbal cues observed are shared with English-speakers and do they mean the same thing?
- recognising how to alter typical communication styles when conveying ideas in Chinese, and employing language and gesture appropriate to audience when communicating with others across cultures
- applying their own understanding of Chinese language and culture to inform how they might convey information about interactions in their own culture to Chinese-speakers
- reflecting on how information relating to life in Australia may be understood or perceived by Chinese speakers, the implications of this on what they choose to share with others and how it is best expressed in Chinese, for example how to explain the customs around and importance of ANZAC day, Christmas day, cricket and local forms of football to young Chinese people
- reflecting on how to balance one’s own cultural values and norms with those of Chinese-speakers, for example what values do they hold? What values are non-negotiable? What are the Chinese values they feel they should validate and support?

Understanding

System of language

4.21 Develop auditory skills to recognise and discriminate between pronunciation and tone in language spoken in diverse contexts

- 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’; how to differentiate between 同音词 and 近音词 in different contexts for example 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’
• listening to interactions in both visible and non-visible contexts with unfamiliar voices at diverse speed or clarity to develop auditory and comprehension skills

4.22 Analyse characters containing a common component or side to explore the degree of reliability in how sound and meaning are conveyed

• estimating the probable sound and meaning of characters based on understanding of familiar radicals and phonetic sides when reading unfamiliar texts
• 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 请你清晴睛猜
• describing characters to others by naming their components or sides in sequence, for example 亻‘standing man’ on the left, 言‘words’ on the right = 信

4.23 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 for meaning in texts
• exploring the nature of common idioms (成语) and suggesting their meanings based on the meanings of individual morphemes and contexts of use, for example 年年有余、人山人海

4.24 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; and 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
• 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......
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

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

- recognising and applying features of diverse texts, for example comparing features of narrative, recount, report and procedure
- analysing and explaining the organisation and development of ideas or an argument in a range of genres, including textual features such as paragraphing

Variability in language use

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

- reflecting on adjustments to language use when addressing or referring to different people, for example the use of titles, degrees of formality and directness
- considering the role of silence, facial expressions and eye contact in interactions across languages and cultures, for example the use of silence and frowning to indicate disagreement in Chinese
- identifying choices made in interactions with people from different generations in Chinese for example changes in greetings 吃饭了没有、拜拜、嗨 and forms of address 同志、小姐、师傅 over time
- 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

Language awareness

4.27 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

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

- noticing and describing differences in accent and dialect when listening to Chinese speakers from diverse regions
• exploring the use of 普通话 as a lingua franca in Chinese-speaking communities and identifying terms used in different regions to express a similar idea, for example 普通话 vs 国语；达人 vs 高手

4.29 Recognise features of texts presented in simplified and traditional 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, for example 个 vs 個; 说 vs 說; 边 vs 邊
• 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

4.30 Examine how globalisation is impacting upon Chinese language and explore ways in which new words and phrases are incorporated into everyday communication
• exploring the ways in which new words and phrases are incorporated into everyday communication in Chinese, for example in chat forums and text messaging how English expressions of emotion are used （去 happy 吧）and Pinyin abbreviations 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)

4.31 Explore the role of technology in changing language use and in creating new codes for communicating ideas
• inquiring into the use of internet language, including numerical representations of words (for example 55555 = 哭他在哭) 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

4.32 Investigate how language can be used to influence the opinions of others
• examining how the adaptation of words reflects and encourages changes, for example gender equality is reflected in the use of 女 to acknowledge females and 他 to include both men and women
• identifying ways in which language is used to persuade others, for example in advertising and propaganda / community campaigns (the use of 和谐)

Role of language and culture
4.33 Explore how the concept of normality in communication varies across communities

- identifying the things they take for granted in communication, for example a shared understanding of gesture, body movement and word meanings, and reflecting on how these may be interpreted differently by others
- discussing how language use varies within communities, and reflecting on how communication is shaped by the location, languages and cultures people identify with, for example the use of specific terms or 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
- reflecting on how individual words may be interpreted differently by others, for example ‘mate’ in Australian context and ‘兄弟’ in Chinese context

Years 7 and 8 (Level 3) Achievement Standard

By the end of Level 3, students interact and discuss ideas and exchange opinions, collaborating with others to achieve agreement and make decisions. They access and share information obtained from spoken texts and engage in discussions about people, events and places. They participate in creative performances in collaboration with others. Students access information, and compare information, experiences, and opinions from a range of print resources and incorporate key points into texts to inform others or take action. They correspond with others via email and text message, share personal opinions and create imaginative texts with the support of word lists and resources available in their environment. Sentences generally contain two or more ideas connected by cohesive devices (不但......而且......), using time expressions and tense markers (了、完了) to sequence events and ideas. They make comparisons (比; 跟......一样), and provide explanations or reasons for opinions or decisions using phrases which order and link their ideas. They use reported speech to refer to the ideas of others.

By the end of Level 3, students speak with attention to pronunciation, tone and phrasing, using voice and pitch to add emotion or emphasis to their message. They use digital resources and text creation methods to communicate with others, and use online and print dictionaries to assist in accessing information in Chinese texts. They understand and apply distinctive features of Chinese grammar and sentence structure to enhance their communication, including comparative language (比; 跟......一样). They identify how information is structured in Chinese texts, and the importance of cultural and contextual understanding to correct interpretation of meaning. They recognise diversity within the Chinese spoken and written language, identifying differences in traditional and simplified characters and the use of regional dialects within the Chinese community. They explain how features of Chinese culture impact on communication practices and in their own interactions with Chinese people.
Years 9 and 10 (Level 4) 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 cultural practices and traditions in diverse Chinese communities.

They use the language for self-expression, to obtain information and present a position or point of view to others. They extend their knowledge of systems of language and culture, with a focus on identifying subtle differences in word use and manipulating language for different purposes and audiences. Learners respond to challenges in mediating messages and apply their skills in mediating values and practices across cultures. Classroom discussions focus on exploring and extending how language can be used to empower and disempower others.

Learners interact with each other, using the spoken language to participate in discussions and interactions in a range of contexts and for diverse purposes. 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.

Learners 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 4) Content Descriptions and Elaborations

Communicating

Socialising and taking action

5.1 Interact with recognition of the values or perspectives of others to achieve collaborative goals

- varying language and level of formality when interacting with people of different age and position and making language choices which ‘give face’ to others, for example using appropriate ways to accept or decline requests, compliments or suggestions, such as 你有空吗？你能不能帮我一点忙？---- 对不起，我有事。

5.2 Recount experiences and compare ideas and opinions in interaction with others

- eliciting alternative positions by asking questions and inviting others to voice opinions, and responding to verbal and non-verbal cues (including silence) from participants
• acknowledging the ideas, views and opinions of others when expressing agreement or disagreement, for example 好的、我同意; and challenging the opinions of others using rhetorical questions or concessionary or emphatic phrases, for example 你说的有道理，可是......；你疯了！；你说的不对

• discussing or debating issues, applying appropriate cultural norms for example repeating invitations to elicit opinions from others and waiting for a repeated invitation from others before contributing in formal contexts

5.3 Elaborate ideas to negotiate, justify or persuade others in making decisions and completing transactions

• introducing and developing a topic or issue for discussion with others in a manner to convince or persuade acceptance of possible scenarios or outcomes

• presenting a position or idea to others with a level of politeness or assertiveness as appropriate to the audience, for example 我希望 vs 我要; 你最好 / 你应该 vs 你一定要

5.4 Write correspondence to discuss an issue, argue a position, or negotiate an outcome with objectivity

• referring to information stated or requesting or providing further details in order to clarify or confirm the ideas or views of others, for example 你说美国人对中国的印象

• conveying feelings and emotions effectively when expressing apology, appreciation and complaint in correspondence, for example 对不起; 我真抱歉; 太不好意思

• discussing issues, suggesting alternative solutions and making decisions using levels of formality and respect appropriate to audience and purpose, for example 我觉得这样做更适合；......可以吗？

Obtaining and using information

5.5 Obtain and record information from diverse sources in order to compare opinions and perspectives

• obtaining information from diverse sources and comparing responses and reactions with those of others, for example ‘Why do I think this?’, ‘Why did you respond in that way?’

5.6 Analyse and compare perspectives and recognise how values shape interpretations

• exploring how culture and values shape knowledge and how communities and nations prioritise certain types of knowledge

• utilising a range of graphic organisers to collate and compare ideas from diverse sources and perspectives

• learning how to acknowledge sources of information and the views of others by using reported speech when sharing perspectives gathered from other sources
5.7 Present a personal interpretation of information with sensitivity to the values and expectations of the audience

- reflecting on the implications of how their own interpretations of Chinese culture and society may be perceived by others, and adjusting their language to respect the audience’s expectations, for example when commenting on features of Chinese culture to Chinese speakers compared to their Chinese learning peers
- acknowledging the use of generalisations (一般来说、大多数、很多 rather than 大家、中国人都) and personal opinion (我觉得、对我来说) when describing customs and traditions of Chinese culture so as not to offend or present an inaccurate portrayal

5.8 Read texts to obtain information from diverse sources with attention to relevance and value for purpose

- identifying relevant information and assessing validity of sources, for example locating relevant sections of websites and digital texts
- discriminating between fact and opinion, dismissing information which is not credible or too value laden

5.9 Write informative texts, sequencing and presenting information in creative ways to engage the audience

- determining forms of presentation appropriate to the subject matter (charts, images to support text) and considering how choice of format may vary the effectiveness of the intended messages
- presenting or supporting a position or view by reconstructing information from diverse sources, summarising key points, and using quotes or supporting information
- experimenting with a range of digital technologies to generate audience interest in topics of concern

Responding to and expressing imaginative experience

5.10 Produce imaginative performances in response to texts, experiences or events to entertain others

- presenting their own version of a familiar story or event, for example creating a voiceover to a segment from a familiar TV show or commentating a sporting event
- experimenting with language, image and sound to convey complex ideas and enhance audience appreciation when creating own texts

5.11 Respond personally to features of language used to convey development of characters or plot in contemporary media

- discussing characters and plot, and considering own response to the situations and contexts represented, for example 如果我是她......; 我觉得他最好......
- analysing images, sounds, body movement, gesture, voice and word choices in film, television and song to identify the emotions, attitudes and messages conveyed
- discussing and comparing how purpose and literal and intended meanings are achieved or conveyed in diverse forms of media and imaginative text
5.12 Express personal opinions and make comparisons on how values important to young people are expressed or represented in contemporary media

- reflecting on the values explicitly and implicitly stated in a range of texts, for example asking what values are common across texts? What values differ across generations in these texts?

5.13 Write imaginative responses to everyday life and experiences in diverse formats such as narrative and recounts

- positioning themselves and conveying mood and emotion in narratives about imagined scenarios and places
- creating narratives in which they position themselves and describe experiences and emotions in imagined scenarios and places

5.14 Read extracts from contemporary youth literature and share ideas and opinions about language used to describe people, places and events

- identifying and discussing how language is used to influence audience response, for example, how descriptions of places (我是在那所屋子里出生的。虽然房子很小，可是很舒服) can indicate feelings of attachment or longing
- reading narratives, for example personal histories and extracts from teenage fiction, and examining the ways life experiences are portrayed and expressed
- reflecting on their own response to narratives and providing reasons for their opinions, for example how the language used influences their opinion of a particular character; what impression they get of a particular place

Moving between/translating

5.15 Mediate concepts such as respect and politeness observed in Chinese interactions in context

- identifying core values implicit in interactions and explaining these to English speakers, for example describing the language of celebration, including the origins, significance and meanings of commonly used expressions, for example 福如东海、年年有余

5.16 Translate texts into English with attention to how to explain the values or intentions of the author

- reading Chinese texts and identifying the challenges of conveying meaning in English (for example 成语, allegory) and explaining word choices and textual features employed by authors to convey meaning
- interpreting key ideas conveyed, discussing how to maintain the sentiment and intention of authors when retelling or summarising in English, and understanding why this is important in translation

5.17 Develop strategies for translating unfamiliar concepts across cultures

- using alternative ways of expressing meanings when communicating unfamiliar ideas, for example saying 一个孩子 for 独生子女,
• realising the risks of word-level translation when using print and online dictionaries to expand their own linguistic repertoire and convey subtle meanings

• recognising the value of looking for examples of words used in context as a mechanism to check or confirm the precise meaning of new words

**Expressing and performing identity**

**5.18 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**

• constructing texts and participating in interactions with young Chinese which involve sharing aspects of their own identities as young Australians, for example ‘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

**5.19 Analyse representations of individual and group identity in diverse texts and interactions**

• analysing texts related to the experiences of young Chinese speakers (for example 偶像剧) and discussing aspects of their life, world or values conveyed, for example asking what assumptions or generalisations are made? How does this impact on our perception of Chinese youth? Does this reflect the reality of Chinese youth?

• comparing own experiences and opinions with those of Chinese youth encountered in diverse 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?

**Reflecting on intercultural language use**

**5.20 Recognise linguistic and cultural challenges in conveying information, reflecting on how their own meanings may be perceived or understood by others**

• interpreting how their own language choices may be perceived by Chinese speakers, for example ‘Is my communication culturally appropriate?’ , ‘Should I adjust language and gesture to help convey meaning more appropriately and effectively?’

• 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

• considering ways to explain differences to others and reflecting on how representations of certain values are similar and dissimilar across languages

• making connections between first language and how it influences communication in additional languages, for example ‘Why do Chinese speak English in certain ways?’ , ‘What features of my first language influence how I speak Chinese? How does this affect mediation between

**Understanding**

**Systems of language**
5.21 **Focus on meaning conveyed when listening to speakers of diverse age, gender and regional background**

- exploring the changes in neutral tone and identifying patterns to aid their own pronunciation and flow of expression, for example the use of neutral tone for the second syllable when it repeats or does not contribute to the meaning of the first syllable: 妈妈、孩子
- experimenting with tone changes and reflecting on their impact on their fluency when speaking (Can they speak faster? Do their words sound less forced and more natural?)
- exploring the role of emphasis, stress and rhythm in expressing subtle meanings in interactions

5.22 **Deal with unknown characters by relating prior knowledge of form and function to infer information about sound and meaning**

- beginning to deal with increased diversity in font and handwriting, including calligraphy and cursive forms of handwriting
- describing orthographic features of new characters encountered, including the structure, sequence and relationship of components and explaining connections evident between form and sound and meaning

5.23 **Identify the function of words of similar meaning and their use in specific contexts based on knowledge of individual morphemes**

- identifying the meanings of abbreviations and analysing examples of abbreviations alongside their original forms to identify the ways in which abbreviations are formed in Chinese
- examining and explaining the relationships between characters and word meanings when encountering new vocabulary

5.24 **Analyze ways to organise complex ideas and express subtle meanings in own oral and written communication**

- comparing the use of words that rely on interpretation of context to convey the intended meaning (such as 让、给), for example listening to and reading several extracts from texts which use the same word in a different way
- expressing conditions, for example 如果......就; expressing cause and effect, for example 为了......; and expressing condition, quality or result of an action, for example 坐得下、说得对、做完、买到
- justifying opinions and building logical arguments by expressing additional information and providing additional reasons, for example using 不但......而且......; 除了......以外; 另外, and introducing contrasting views to others using elements such as cohesive devices (不是......而是......; 不过; 虽然......但是......)
- exploring the ways in which language can be manipulated to make their ideas more objective, for example removal of personal pronouns and opinions, and examining the topicalisation of noun phrases in Chinese and experimenting with omitting nouns (zero subjects) in their own communication
• experimenting with the use of 成语 and famous sayings to substantiate ideas in Chinese
• experimenting with 的 as a subject modifier to express ideas that would contain relative clauses in English, for example 我昨天买的书不太贵
• identifying examples of passive voice in written texts and commenting on how they make texts more objective when discussing issues, for example ‘Attitudes toward global warming are changing as people think of their children’s future.’

5.25 Extend oral and written expression for persuasive and evaluative purposes
• exploring the use of repetition to add emphasis and strengthen their ideas, for example 不同的国家有不同的文化
• analysing features of text structure (for example layout, expression and tone) and rhetorical devices (for example metaphor, parallelism and exaggeration) used to convey a persuasive argument or position

Variability in language use

5.26 Explore the impacts that cultural expectations of formality and register have on oral and written communication across cultures
• using diverse levels of formality in interactions with Chinese speakers, considering the implications of variability in expectations and taboos in communication
• reflecting on taboos in language use and how these can impact on communication across cultures, for example asking: Is it ok to ask someone’s age in China? Why do numbers and colours matter? What are we superstitious about? What hand gestures are acceptable? What vulgar language is acceptable, when and where? Do Australian ‘curses’ translate literally or metaphorically? What can I joke about?
• exploring samples of communication in diverse settings to determine how ideas are expressed directly and indirectly in Chinese and discussing reasons for this
• comparing ways in which ideas are challenged and disputed in diverse contexts and how this impacts on communication between people of different cultures
• examining different assumptions and expectations in everyday interactions, for example giving and receiving cards and gifts with both hands

Language awareness

5.27 Understand the role of Modern Standard Chinese as an international language and as a unifying influence among diverse Chinese speaking communities
• understanding why character subtitles are typically added to Chinese film and television shows
• making connections between the Wade-Giles or other Romanised representations of famous Chinese people’s names and their Pinyin equivalent
• recognising traditional characters encountered in their local Chinese communities and making note of their simplified character version
5.28 Explore the use of spoken Putonghua (Mandarin) in the local community and the influence of dialect use in diverse contexts

- inquiring into the dialects spoken in local Chinese communities
- observing the relationship between time spent in Australia and use of Chinese, for example the role that Chinese language plays in the lives of recently arrived international students and students who have been living in Australia for a number of years

5.29 Explore specific features of characters represented in both simplified and traditional forms

- exploring examples of types of simplifications and ways of associating traditional characters with known simplified forms, for example whole simplifications 为-為, part substitutions 汉-漢 and half simplifications 说-說

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

- exploring the role of code-switching in the language use of bilingual speakers, for example acronyms (MBA, NBA) and words which have not been translated from their original English, and how Chinese authorities are trying to change this and limit their use in everyday media

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

- experimenting with internet language to communicate with peers in a class blog
- examining digital texts and using dictionary and translation tools to compile a glossary of frequently encountered words and phrases
- recognising the value of technology in exploring and constructing own texts

5.32 Explore how language can be used to empower and disempower others

- 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?
- examining the use of inclusive language and how ideas are framed, for example the impact of positive versus negative framing on how meaning is interpreted across languages and cultures, such as ‘足下留情，小草常青’ vs ‘Keep off the grass’
- considering the role of voice, pitch and pace in the empowerment of others
- experimenting with modality to empower themselves and others, for example 你可以 vs 你一定要；我可能 vs 我会
- exploring the contexts and implications of terms used to identify others, for example 老外、华侨、华裔、大陆人、华人、中国人、少数民族

Role of language and culture
5.33 **Consider how their own 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
- examining how concepts such as humour and humility are conveyed and discussing how these may be perceived by non-native Chinese speakers
- 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 4) Achievement Standard**

By the end of Level 4, students interact with others to discuss, challenge and negotiate ideas and opinions on topics of interest and issues related to Chinese-speaking communities. They question the opinions of others to develop their own positions and to reach agreement with others. They access information from a range of spoken texts and use the information to develop and substantiate their own position. They participate in viewing creative performances and discuss the different perspectives and values conveyed. 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 and persuasive texts about topics of interest and concern, and to express personal ideas in imaginative and diverse 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. They apply a range of stylistic devices to engage and influence audiences, for example rhetorical questions and 成语.

By the end of Level 4, 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.