Chinese
(F–10 Sequence and
7–10 Sequence)

Victorian Curriculum F–10 Version 2.0

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# Introduction

## Rationale

Communication is a human imperative. Communication in Chinese involves interaction to convey meaning as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and to reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Learning Chinese broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. A capability solely in English, despite its status as a world language, can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.

Learning Chinese develops learners’:

* communication skills
* literacy skills in their first and additional languages
* intercultural capabilities
* understanding of, and respect for, diversity and difference, and openness to different experiences and perspectives
* understanding and appreciation of how culture shapes worldviews, and extends their understanding of themselves, and their own heritage, values, culture and identity
* critical and creative thinking.

Chinese has been taught in Victorian schools since the late 1950s and at tertiary level since the 1960s. Chinese language learning experienced rapid growth in the 1980s as China undertook a policy of open-door and economic reform. Modern Standard Chinese, or Putonghua (literally ‘the common tongue’), is the official language of China. It is also referred to as Hanyu, the language of the Han people, or Zhongwen. In Taiwan it is more usually called Guoyu or Huayu. The term Huayu is also used in Singapore.

The Chinese language is spoken by about a quarter of the world’s population. It is the major language of communication in China, Hong Kong, Taiwan and Singapore, and is widely used by Chinese-speaking communities throughout the Asia-Pacific region, including Australia. Chinese is an important language for young Australians to learn as Australia continues trade and engagement in the region.

Communities of Chinese speakers are characterised by linguistic, cultural and geographic diversity, and can be found in almost every country of the world. Many of these communities have long-established cultural traditions that are particularly strong on the Pacific coast of Canada and the USA, South-East Asia, Australia and some European countries. The history of the Chinese-speaking community in Victoria extends back to the mid-1800s, and patterns of migration in recent decades have seen rapid growth in Australia’s Chinese population.

Learning Chinese provides opportunities for students to engage socially, culturally and economically in many domains, such as business, trade, science, law, education, tourism, diplomacy, international relations, health and communications. Current links between Australia and China are characterised by bilateral relationships in trade, investment, and research and development in science and technology, as well as educational and cultural exchanges. The movement of people and ideas adds to the richness and complexity of this relationship.

## Aims

The 4 interrelated aims of the Chinese curriculum are to develop knowledge, understanding and skills to ensure students:

* communicate in Chinese
* understand the relationship between language and culture
* develop intercultural capabilities
* understand themselves as communicators.

## Structure

### Pathways

Chinese has been developed with 3 pathways to cater for students learning Chinese in Victorian schools:

* Second Language Learner Pathway, for students learning Chinese as a second or additional language
* Background Language Learner Pathway, for students who have exposure to Chinese language and culture(s), and who may engage in some active but predominantly receptive use of Chinese at home **(Version 2.0 publication date is still to be advised. For now, access the** [**current Victorian Curriculum F–10**](https://victoriancurriculum.vcaa.vic.edu.au/languages/chinese/introduction/structure)**.)**
* First Language Learner Pathway, for students who have had their primary socialisation as well as initial literacy development and primary schooling in Chinese, and who use Chinese at home **(Version 2.0 publication date is still to be advised. For now, access the** [**current Victorian Curriculum F–10**](https://victoriancurriculum.vcaa.vic.edu.au/languages/chinese/introduction/structure)**).**

### Sequences

The Second Language Learner and Background Language Learner Pathways are each presented in 2 sequences that offer different entry points into language learning:

* F–10 Sequence, for students who begin to learn the language in Prep and continue to Year 10
* 7–10 Sequence, for students who begin to learn the language in Year 7 and continue to Year 10.

The First Language Learner Pathway has one sequence: 7–10 Sequence.

The VCAA acknowledges that these 2 sequences do not necessarily represent the variety of entry points into the curriculum. Teachers can use the sequences flexibly to meet the needs of their students by making appropriate adjustments to differentiate learning experiences and cater for learners of different backgrounds.

The F–10 Sequence is presented in 5 curriculum bands, beginning with Foundation to Level 2, followed by Levels 3 and 4, Levels 5 and 6, Levels 7 and 8, and Levels 9 and 10. The 7–10 Sequence is presented in 2 bands: Levels 7 and 8, and Levels 9 and 10.

### Strands and sub-strands

Content in Chinese is organised under 3 interrelated strands, each with a number of sub-strands (as shown in Table 1).

Table 1: Strands and sub-strands within the Chinese curriculum

| Strand | **Engaging with Chinese Language and Culture (F–2 only)** | **Communicating Meaning in Chinese** | **Understanding Language and Culture** |
| --- | --- | --- | --- |
| Sub-strands | Engaging with Chinese languageEngaging with Chinese culture | Interacting in ChineseMediating meaning in and between languagesCreating text in Chinese | Understanding systems of languageUnderstanding the interrelationship of language and culture |

#### Engaging with Chinese Language and Culture

This entry level strand appears in Foundation to Level 2 only. It involves students’ early exploration of and play with language learning. There are 2 sub-strands.

##### Engaging with Chinese language

Developing receptive language skills in the classroom environment; exploring, noticing, listening and recognising, and then progressing to responding and using oral communication.

##### Engaging with Chinese culture

Exploring and noticing connections between language and culture.

#### Communicating Meaning in Chinese

This strand involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

##### Interacting in Chinese

Communicating and exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

##### Mediating meaning in and between languages

Locating, obtaining, interpreting and conveying information through a range of spoken, written, viewed and multimodal texts; moving between languages and cultures non-verbally, orally and in writing; recognising different interpretations.

##### Creating text in Chinese

Creating a range of spoken and written texts for specific contexts, purposes and audiences.

#### Understanding Language and Culture

This strand involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

##### Understanding systems of language

Understanding the linguistic features of the language, including sound, writing, and grammatical and textual conventions.

##### Understanding the interrelationship of language and culture

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In Chinese, students progress along a learning continuum. The learning sequence undertaken by students will determine the number and progression of achievement standards:

* F–10 Sequence – the first achievement standard is provided at Level 2 and then at Levels 4, 6, 8 and 10
* 7–10 Sequence – the first achievement standard is provided at Level 8 and then at Level 10.

### Content descriptions

In Chinese, content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

## Learning in Chinese

Chinese is pitched to second and additional language learners, who are the dominant group of Chinese language learners in the current Australian context.

Students of Chinese in Victorian schools come from a wide range of backgrounds. Some students will be learning Chinese for the first time, while others may have existing connections to Chinese through early learning experiences or as background Chinese speakers.

### Chinese language

In this curriculum, Chinese refers to Modern Standard Chinese, Hanyu Pinyin (or Pinyin) Romanisation and simplified characters. Simplified and traditional/full-form Chinese characters are used in the media, in education and in print; therefore, some knowledge or awareness of both systems is an advantage for students of Chinese.

The Chinese spoken language is composed of approximately 400 syllables, which may be used with one of 4 main tones and one neutral tone. The Pinyin system has international recognition as the principal means of representing the sounds of Chinese in the Roman alphabet. This system assists students of many language backgrounds to learn the correct sounds of Chinese, and is an efficient means of text input when creating texts in characters using digital media. It is important to note that Pinyin is not recognised as a valid alternative to written expression in characters, as its readability is limited.

Chinese characters, called Hanzi, are logographs composed of a number of radicals (components) organised into a particular sequence within a square, parts of which are likely to suggest the sound and meaning of the whole character. Hanzi are morpheme-syllables: they represent a syllable of sound and a unit of meaning. There are 3500 frequently used Hanzi, which are learned by children in primary school in China. Additional characteristics of Chinese writing are that texts in Hanzi do not display word-level spacing and texts may be written and read vertically from right to left down the page.

The Chinese spoken language is characterised by a high number of homophones, or tone syllables, that are used to represent more than one morpheme, each of which has its own particular character. The range of syllables in Chinese does include some unfamiliar sounds for English language speakers. The task of learning Chinese can be best addressed by a clear separation between learning to interact orally, supported by print materials in Pinyin, and learning to read and write, supported by texts and resources in Hanzi.

### Macro skills

The macro skills of listening, speaking, reading, writing and viewing – also known as language modes – are interrelated. The learning of one skill often supports and extends the learning of others. To acknowledge these interrelationships, content in the Languages curriculums incorporates these macro skills in an integrated and interdependent way.

Teaching and learning contexts will necessarily draw from more than one of these skills to support students’ effective learning. For example, students will learn new vocabulary, such as words, phrases and expressions, through listening, reading and viewing. They will apply their knowledge and understanding in their speaking and writing, as well as in their comprehension of spoken, written, viewed and multimodal texts.

The macro skills are strongly aligned to all 3 strands in the Chinese curriculum (as shown in Table 2) and are implicit in the content of the sub-strands and across the content descriptions.

Table 2: The relationship between macro skills and the strands within the Chinese curriculum

|  |  |
| --- | --- |
| Strand | Macro skills |
| Listening | Speaking | Reading | Writing  | Viewing  |
| Engaging with Chinese Language and Culture | ü | ü |  |  | ü |
| Communicating Meaning in Chinese | ü | ü | ü | ü | ü |
| Understanding Language and Culture | ü | ü | ü | ü | ü |

### Texts

Students use a wide range of texts designed for language learning, such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic Chinese texts, such as websites, films, stories, songs, television programs, advertisements and magazines.

Texts can be spoken, written, viewed or multimodal, and in print or digital/online forms. They include all forms of augmentative and alternative communication; for example, gestures, real objects, photographs and images. Multimodal texts combine different modes of communication such as images and written or spoken language.

Texts provide important opportunities for learning about languages and cultures. Purposeful activities can be organised around texts to meet the needs of the students in the classroom. Many of the tasks that students undertake in and out of school involve understanding and producing texts in everyday and workplace contexts.

Teachers are best placed to guide the selection of texts for students to listen to, read, view, write and create. The texts and resources will become increasingly sophisticated and varied as students progress through their schooling.

Teachers in government schools should refer to the [Department of Education social media use policy](https://www2.education.vic.gov.au/pal/social-media/policy) if using social media texts, such as blogs, with students. Teachers in Catholic and independent schools should refer to their sector authorities for advice on social media policies.

### Intercultural understanding

In the Languages curriculum area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between Chinese, English and/or their own existing language(s). It is a reciprocal and dynamic process that develops language use and intercultural awareness and understanding.

### The use of Chinese and English

Students should use Chinese to communicate whenever possible in classroom, local or digital environments. The use of English provides opportunities for students to reflect on, explore and discuss ideas, and to use metalanguage to talk about and compare languages and cultures.

# Curriculum – Second Language Learner Pathway, F–10 Sequence

## Foundation to Level 2

### Band description

In Foundation to Level 2, Chinese language learning builds on the Victorian Early Years Learning and Development Framework and each student’s prior learning and experiences with language. In the early stages, the focus is on engagement through imagination and play-based learning. Students first engage with the language and culture through listening, speaking and action-related learning activities. They participate in shared listening and viewing of multimodal texts that reflect the language and cultures of Chinese-speaking communities.

Students learn to communicate with others, and a focus on play is a strong feature throughout this band. They imitate the sounds, shapes, tones and patterns of spoken Chinese, and receive extensive support through modelling, scaffolding and revisiting their learning as their understanding develops. Learners explore the written language, beginning with recognising Hanzi and/or Pinyin, and progressing to reading a variety of texts. They create their own simple texts about their personal world as they develop their linguistic skills.

Through engaging with texts, students are given opportunities to expand their linguistic repertoire. They develop their vocabulary, and identify and explain their understanding of language and grammatical features using simple metalanguage.

Culture and language are intertwined throughout every facet of language learning, and students discover that what is familiar to one person can be new to another.

### Achievement standard

By the end of Level 2, students identify the different sounds, tones and intonation patterns of the Chinese language by listening to and viewing a variety of texts. They compare these sounds and tones with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Chinese through play, first imitating sounds and tones, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Chinese is represented by Hanzi and Pinyin, and they can match these with words and images, and combine them to create meaning. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Chinese. They expand their repertoire of Chinese words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.

Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of Chinese using simple metalanguage. They start to develop written competence by copying frequently used Hanzi and Pinyin, and then produce simple words and phrases with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the written Chinese language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.

Students explore and recognise the influence of culture on language and identity. They recognise that Chinese is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s).

### Content descriptions and elaborations

#### Strand: Engaging with Chinese Language and Culture

##### Sub-strand: Engaging with Chinese language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| notice that Chinese looks and sounds different to other languagesVC2LC2E01 | * sharing the word for ‘hello’ in different languages known to them, looking at 你好 in Hanzi and the word for ‘hello’ in other written languages, and making observations about similarities and differences between languages
* noticing when Chinese words sound similar to words in other languages but have different meanings, for example, greeting each other by saying 你好 while pointing to their knees, and then raising their hands in a ‘How?’ gesture
* noticing when Chinese is being used in the classroom
* looking at examples of Hanzi, making observations about the features of written Chinese, and then selecting words written in Hanzi out of a group of words written in several different languages
* listening to the Chinese onomatopoeia for different animal calls and guessing which animal they belong to (e.g. 汪汪 , 呱呱 , 喵 , 咩)
* listening to individual words spoken in Chinese, English and/or other languages, choosing the version they believe was Chinese, and noticing the features of spoken Chinese that helped them to make this choice, for example, noticing the presence of tones or that the pronunciation sounded similar to other Chinese words they had heard before
* looking at Lunar New Year couplets, Chinese street signs, Chinese calligraphy or other authentic examples of Hanzi, and making observations about the similarities and differences between Hanzi and other forms of written expression, for example, observing that Hanzi are made up of strokes rather than letters
* working in pairs to separate familiar words or phrases (e.g. for family members) into 3 different columns to categorise whether they appear in Hanzi, Pinyin or English, identifying the key features that helped them to place each word in the correct category, and noticing differences between the writing systems (e.g. Hanzi contains strokes, words in Pinyin contain letters and often tone marks, and English words contain combinations of letters)
 |
| develop oral language skills through exploring and listening to the sounds, tones and intonation patterns of the languageVC2LC2E02 | * participating in chants, rhymes and tongue twisters in Chinese, with accompanying actions where appropriate, to practise modelled phrases, pronunciation and intonation
* listening to, singing and recording songs in Chinese, including traditional nursery rhymes such as 《我的朋友在哪里》, 《生日快乐》, 《两只老虎》 and 《找朋友》, with gestures and movement
* exploring the sound and pronunciation of Chinese initials and finals, and how the mouth moves when making these sounds, for example, imitating and practising the way the mouth moves to produce initials or finals, particularly those that are pronounced differently to other languages, such as English, making exaggerated facial expressions to aid pronunciation
* exploring the 4 tones and the neutral tone, by copying the teacher and representing the different tones using hand gestures, or by standing in groups of 4 and moving to indicate the direction of each of the 4 tones as the voice changes pitch (e.g. swaying from side to side while humming the first tone, rising up on tiptoes while humming the second tone, bobbing down and up while humming the third tone, and crouching down while humming the fourth tone)
* imitating the pronunciation of Chinese words and phrases, recording their own voice on a digital device and listening to their recording
* imitating Chinese onomatopoeia for animal sounds, while moving around the room pretending to be different animals
 |
| recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrasesVC2LC2E03 | * singing along to a song containing keywords and simple phrases for greeting, farewelling and introducing themselves; moving around the classroom as the song is played; and, when the music is paused, finding a partner or small group of peers to say these keywords and phrases to
* repeating phrases relating to common classroom instructions with an associated action, and then incorporating these actions into a game of charades, where students name the instruction in Chinese for each familiar action that is demonstrated by the game leader
* playing games to practise using and identifying simple words and phrases in Chinese such as card games, board games or group games (e.g. charades, Simon says), for example, in doggy doggy, who’s got the bone?, sitting in a circle and guessing which member of the class is hiding a small picture or item (笔), repeating the modelled question (e.g. 你有笔吗?) and responding (e.g. 有 ; 我有笔 ; 没有 ; 我没有笔)
* imitating and playing with vocabulary using picture flashcards, puppets, picture books and repetitive language
* listening for keywords and responding, for example, by pointing out a corresponding person or object in a photo of family members, a stationery item in a pencil case, or a colour in a rainbow; or by making a group of a certain number, according to the number called out by the teacher in Chinese
* responding to and using simple common classroom language, with support, when participating in classroom routines, games and other learning tasks, for example, 同学们好 ; 老师好 ; 到 ; 没到 ; 请进 ; 请坐
 |

##### Sub-strand: Engaging with Chinese culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| explore connections between language and culture through play and/or imaginationVC2LC2E04 | * exploring Chinese cultural items, for example, sitting in a circle and sharing existing knowledge, or asking questions about objects being passed around the circle, such as Chinese fans, dragon or lion puppets, traditional costumes, chopsticks, crockery, festival decorations, and Chinese knot or paper-cut craft
* becoming familiar with finger counting signs for each number in Chinese up to 10; then, with a partner, imagining they are either a vendor or customer in a busy marketplace in China and haggling over the price of an item, communicating by only using gestures and finger counting, and then observing other class members’ performances and announcing the number agreed upon in the end in Chinese
* accessing multimodal texts to explore cultural identity, customs and practices, and responding to these in a variety of ways, for example, watching a video of students in China doing morning exercises, noticing the counting patterns (e.g. 一、二、三、四、五、六、七、八 ; 二、二、三, 四、五、六、七、八 ; 三、二、三、四、五、六、七、八); participating in a similar moving and counting activity to gentle traditional Chinese music, watching a Chinese fan dance and then gently waving a Chinese fan to the sounds of traditional Chinese music, while counting in Chinese
* listening to Chinese idiomatic stories and retelling these stories using illustrations or craft materials
* acting out the legend of the Chinese zodiac with puppets or pictures
* exploring words and phrases connected to Chinese festivals through songs, rhymes or craft activities, for example, making a card for the Lunar New Year containing the phrase 新年快乐 or a 红包 ; creating a poster for the front door with an upside-down 福 symbol and discussing the connection between 福到 and 福倒 ; watching a dragon boat race and calling out 加油 , and then exploring the meaning of 加油
* exploring important colours in Chinese culture and making comparisons with other cultures and students’ own experiences (e.g. favourite sports team colours, school colours or festival colours)
 |

#### Strand: Communicating Meaning in Chinese

##### Sub-strand: Interacting in Chinese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| communicate using formulaic and modelled language relating to aspects of their personal worldVC2LC2C01 | * responding to and using simple common classroom language, with support, when participating in classroom routines, games and other learning tasks, for example, 请举手 ; 排队 ; 拍拍手 ; 不要说话 ; 坐在地毯上 ; 坐成一个圈 ; 闭眼睛 ; 睁眼 ; 对不对 ; 我知道 ; 我不知道 ; 很好
* listening for keywords and responding, for example, making a group with a number called out by the teacher, using Chinese hand gestures for numbers or matching information heard with pictures or other visual clues
* responding with 没到 when a student is absent and their name is called on the roll, perhaps elaborating with support by selecting a phrase from options displayed in the classroom, such as 他/她感冒了
* repeating and practising how to greet others at different times of the day in classroom interactions and routines, for example, individually greeting the teacher as they enter the classroom (e.g. 早上好 ; 下午好 ; 老师早)
* participating in games through action, for example, Simon says (老师说)
* reorganising numbers in Hanzi or Pinyin displayed on cards held by members of the class standing in a line, by swapping 2 students’ positions at a time until the numbers are in the correct order
* playing games such as charades, guessing the hidden item under a cup, guessing the item removed from a group, or guessing the class member who is hiding a missing object to practise modelled questions and responses, for example, 这是什么？这是笔。什么不见了？; 他是谁？我知道，他是哥哥,谁有妹妹？我没有妹妹。
* listening to simple questions and answering as themselves or another character, such as a puppet or soft toy, for example, 你叫什么名字？; 你几岁？; 你好吗？
* moving to stand near a card showing either 喜欢 or 不喜欢 , displayed at opposite ends of the classroom, to indicate whether they like or dislike an item named in Chinese (e.g. colour, animal, food, activity), and then responding to simple questions about their preferences by saying 喜欢 or 不喜欢 , depending on where they are standing
 |
| participate in a range of guided language activities using formulaic expressions, and visual and spoken cuesVC2LC2C02 | * sharing simple information about themselves with support in role-play-based activities and games, for example, using puppets, toys or costumes and props, and modelled language such as 我叫 …; 我七岁 ; 我有妈妈 ; 我有狗 ; 我喜欢红色
* participating in play-based activities, such as games or guided role-plays, to communicate using simple modelled language, such as in a shop or market scenario, giving and receiving items using 请 … and 谢谢 , or expressing wants and making requests using 我要 … and 我不要 …, for example, 我要毛笔 ; 我不要橡皮 ; 我要巧克力 ; 我不要苹果
* imitating and playing with vocabulary using picture flashcards, puppets, picture books and repetitive language, for example, sitting in a circle and guessing which member of the class is hiding a small picture or item representing ownership or possession (e.g. 笔 ; 妹妹), and then repeating the modelled question, 你有妹妹/笔吗? , and responding with 有 or 我有笔/妹妹 , or 没有 or 我没有笔/妹妹
* creating a class graph to represent each student’s favourite item within a category (e.g. colour, animal, food, activity), for example, each student adds their favourite colour square to the graph, responds with support to class members asking 你喜欢什么颜色? , using the modelled sentence to say the colour that they like in Chinese (e.g. 我喜欢紫色), and then counts the number of each colour on the graph once all the students have added their chosen square
* using pictures or prompts to participate in speaking activities with their peers, for example, creating an exercise routine with actions (e.g. 跑 ; 跳 ; 走 ; 跳舞)
* contributing to collective activities, such as singing Chinese songs with actions and presenting these at a school assembly
 |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrasesVC2LC2C03 | * identifying keywords in songs, chants, rhymes and stories, and responding with the associated gestures or miming the actions
* recognising key information in print or digital texts (e.g. stories, conversations, picture books, video), and responding to questions in Chinese with simple words or phrases (e.g. 是 ; 不是 ; 对 ; 不对 ; 有 ; 没有)
* listening to a text and choosing the appropriate picture or character from a set, for example, on an interactive whiteboard or tablet
* accessing and using support materials in the classroom, for example, posters with common phrases such as 我可以去厕所吗?
* listening to and viewing the story of The very hungry caterpillar in Chinese language, and matching the food eaten with the days of the week, or listening to and reading words to a song about animals and putting picture cards of animals in the same sequence as the song
* recognising Pinyin or Hanzi words and phrases in labels, titles and captions, and using them to label or name items or personal possessions such as stationery (e.g. 书包 ; 我的书 ; 橡皮 ; 苹果), or adding the labels, titles or captions to pictures in a story or comic
* listening to and viewing a Chinese music video, picture book or digital presentation, and then completing sentences or responding to questions in Chinese with modelled language, for example, 她是妈妈，他是爸爸,对不对？不对！他是爷爷。; 他有狗吗？他没有狗。; 这是什么？这是笔。; 他喜欢巧克力吗？我喜欢巧克力！
* retelling the main information of a story that has been read to the class
 |
| explore and make meaning from sounds, words and phrases for familiar objects or terms in Chinese through play, and discover how languages influence each otherVC2LC2C04 | * exploring loan words through play and noticing similarities and differences in pronunciation between languages, for example, matching pictures to familiar or unfamiliar Chinese words that have been influenced by English such as 考拉 , 澳大利亚 , 吉他 and 麦克风
* participating in a role-play with a partner, imagining that they are working at a café (咖啡吧), listening to an order for food and drink in Chinese (e.g. 汉堡包 ; 三明治 ; 巧克力 ; 咖啡 ; 可乐 ; 披萨), and then choosing the pictures or objects representing the items ordered
* exploring loan words from China (e.g. typhoon, Yin and Yang, kung fu, tai chi, Confucius, tea) and identifying whether they have heard these words before by either standing up if they have or sitting down if they have not
* exploring the influence of Hanzi on the Japanese and Korean written languages, looking at a map and thinking about why those influences have occurred
* listening to familiar words in Chinese and then moving about the classroom to find and touch a corresponding object (e.g. different colours), taking turns to lead this game and call out the items for other members of the class to locate
* playing movement games to explore the way that the shape of Hanzi can reflect meaning, for example, making the shape of 大 with arms and legs stretched out, or 小 by crouching down when a game leader calls out these words
* exploring loan words across languages spoken by the class members, and comparing the pronunciation of words (e.g. kung fu, tea) across several different languages
 |

##### Sub-strand: Creating text in Chinese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create spoken and written texts using words, familiar phrases and modelled language using some Hanzi with Pinyin as supportVC2LC2C05 | * labelling pictures in Pinyin and/or Hanzi that relate to groups of words such as family members, stationery, fruit, pets and zodiac animals
* creating displays for the classroom to support the use of classroom language in Chinese
* making a birthday card, cutting and pasting/tracing over the characters 生日快乐 , and singing 祝你生日快乐 ; or making a classroom birthday chart with the characters 一月、二月、三月 …, and 星期一、星期二 …
* using pictures, props and supporting gestures as a prompt to talk about themselves and the immediate environment, such as collecting several play food items and sharing their likes and dislikes in sentences, for example, holding an apple and saying 我喜欢苹果
* presenting information by creating a poster or booklet in Pinyin and/or Hanzi, or making a digital recording of spoken words and phrases by copying and completing modelled sentences, for example, 这是我的狗 ; 我喜欢紫色 ; 她是我妈妈
* creating a storybook using modelled language templates such as 你好 and 你好吗, copying combinations of Hanzi and/or Pinyin above matching pictures of family members, friends, pets, animals or fruit, and then reading the story to their peers
* role-playing a modelled conversation that includes greetings and self-introductions, incorporating their own information, for example, 你好 ; 我叫 …; 谢谢 ;再见 ; 你好吗？我很好/我不好。
 |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| imitate the sounds, tones, pronunciation and intonation patterns of spoken Chinese, and understand how sounds are produced and represented in Hanzi and/or PinyinVC2LC2U01 | * clapping out the syllables for words and phrases, for example, clapping 6 times while saying 祝你生日快乐 or 3 times while saying 老师好 to represent the syllables in each phrase
* listening to Chinese words pronounced with the 4 main tones and the neutral tone, and then using their arms to make the shape of the tone they hear, for example, raising both arms out straight on either side (first tone), lowering the left arm down and raising the right arm above the shoulder (second tone), and leaving both arms down (neutral tone)
* discussing slight differences in the pronunciation of words that sound similar to each other, for example, 红色 and 黄色 ; 绿色 and 蓝色
* noticing when different words have the same pronunciation (e.g. 吗 , 妈 and 马 ; 睡觉 and 水饺), and exploring the importance of tones and context to make meaning
* listening to words or phrases in Chinese, and selecting the corresponding Pinyin or tone mark from a number of options
* playing pair-matching games, for example, matching tones or matching initials with finals
 |
| identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases VC2LC2U02 | * identifying syllables that make up Chinese words (e.g. 小老鼠) and demonstrating their understanding that words such as 熊猫 have 2 syllables, with each syllable having a meaning
* recognising the repetition of both sounds and Hanzi in words for family members, as well as the neutral tone in the second syllable, including 妈妈 , 爸爸 , 奶奶 , 爷爷 , 姐姐 , 弟弟 and 哥哥
* exploring and reflecting on the meanings of individual Hanzi within Chinese words and noticing the logical nature of many Chinese compound words (e.g. 毛笔 , 熊猫 , 老师)
* viewing and listening to a video clip in Chinese, identifying familiar words and phrases (e.g. greetings, family members), and then identifying unfamiliar words that are repeated several times and asking about their meaning
 |
| recognise and explore how Hanzi and/or Pinyin and features of language are used to construct meaning in ChineseVC2LC2U03 | * observing the connections between Hanzi that share the same pictograph, guessing the meaning, and making connections, for example, recognising the character 日 (sun) in 早 , 星 and 明 , and discussing how the sun is connected to life on Earth; discussing the radical 女 and identifying that it appears in words relating to female family members
* recognising that Hanzi have meaning, and exploring the connection between meaning and form, for example, identifying pictographs (e.g. 人 , 火) and developing mnemonics to remember; creating a picture that incorporates a simple pictograph and reflects its meaning; placing several pictographs in a row and then making a story that reflects the meaning of those pictographs in sequence
* experimenting with the forms of characters with hands-on play to recreate characters using plasticine, stones, found objects, the sandpit, chalk, or big brushes and water on concrete
* holding bamboo chopsticks in their hands, talking about why it makes sense to them that a part of the word for ‘chopsticks’ means ‘bamboo’, and then discussing the bamboo radical in 筷子
 |
| identify that written and spoken Chinese has grammatical structures and other language features that may be similar to or different from English and/or other languagesVC2LC2U04 | * comparing Hanzi to other forms of written expression (e.g. the Roman alphabet)
* copying or tracing high-frequency Hanzi (e.g. numbers) with attention to stroke order and direction
* noticing the difference between Chinese and English in relation to word order in compound words (e.g. 快乐 in 新年快乐 and 生日快乐), and noticing other differences, such as the absence of the verb ‘to be’ in 我很好 or the placement of some question words (e.g. 这是什么？; 你几岁？; 他是谁?)
* noticing when the word order is the same in both Chinese and English, for example, in subject+verb+object sentences such as 我喜欢红色
* noticing the affirmative and negative versions of verbs used to show agreement or disagreement, for example, making a circle and asking questions such as 你有弟弟吗？有/没有。 or 你喜欢猫吗？喜欢/不喜欢。, with all students who answer in the affirmative having to swap places with another student
* replacing words in modelled sentences to express a personal meaning, for example, replacing 弟弟 in 我有弟弟 with 妹妹 to say 我有妹妹
* stating the subject of a sentence, for example, 我爱妈妈 is about ‘I’, and 妈妈爱我 is about ‘Mum’
* recognising that simple statements in Chinese tend to follow English word order, but that questions do not, for example, ‘Do you have a cat?’ vs. 你有猫吗？
* reading a Chinese picture book and recognising that sometimes the verb ‘to be’ is left out in Chinese sentences, for example, 我五岁 , not 我是五岁
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| reflect on how language, culture and identity are interconnected and discuss how Chinese-speaking communities are similar to or different from othersVC2LC2U05 | * using polite 您 and 您好 when talking to teachers, explaining why it is important to show respect; and using 老师 instead of Mr or Ms, acting out a greeting to a classroom teacher in Chinese and then English, and noticing the differences in title and word order
* using 上课 and 下课 to start and end class, and discussing the differences between 我要去厕所 and 我可以去厕所吗？
* greeting a member of the class and introducing themselves in a short role-play, including simple, culturally appropriate gestures such as giving a slight nod of the head when they say 你好 , pointing towards their nose as they say 我 , and waving when they say 再见
* exploring some common Chinese names and their meanings and creating an illustrated name card that reflects the meaning of a chosen Chinese name; making connections with names in other languages that have meanings; walking around the classroom with their Chinese name card and introducing themselves to class members using that name; or incorporating common family names and noticing the placement of the family name at the beginning of a person’s name
* noticing how local names of streets, places and landmarks can have their origins in the language(s) of Aboriginal and Torres Strait Islander Peoples, identifying the meanings of these place names, for example, ‘Echuca’ is a Yorta Yorta word meaning ‘meeting of the waters’, and then discussing some Chinese place names (e.g. 四川) and their meanings
* accessing multimodal texts that illustrate cultural identity, customs, practices, events and activities (e.g. international dragon boat racing competitions, lion dancing performances, having a shared meal of 饺子 or 春卷), discussing their observations, and appreciating cultural diversity in the school community
* researching symbols and colours used by Aboriginal and Torres Strait Islander Peoples and by Chinese-speaking communities in a range of contexts, for example, identifying the colours on a range of flags from different countries and communities in Chinese, and discussing what the colours represent in English
* making connections between gestures and body language in different cultures (e.g. hand gestures for emphasis and encouragement), or recognising taboos in Chinese communication, for example, pointing directly at someone
* demonstrating understanding that language changes according to the audience, for example, the language used to greet elders, parents or carers is more respectful than greetings used for friends.
* recognising that languages and communities have different protocols regarding use of terms of respect, for example, there are ways of addressing Aboriginal and Torres Strait Islander Peoples using familial terms (e.g. ‘Uncle’ or ‘Aunty’) depending on the relationship, and comparing these terms with Chinese and/or other languages
 |
| identify where Chinese is used around the world and recognise that there are many different languages spoken in communities throughout Australia VC2LC2U06 | * looking at a map of the world, pointing out places where Chinese is spoken, and then viewing images of these places
* viewing pictures of Chinese signs, as well as signs in other languages from restaurants, markets and other shops in Australia; viewing bilingual signs in Australia and other countries (e.g. from airports and tourist destinations)
* viewing multimodal texts (e.g. videos of conversations or cultural events in different Chinese-speaking communities around the world) and sharing observations
* viewing and responding to multimodal texts to explore Chinese language in Australia, for example, a video clip of a scene from a restaurant, shop or market
 |

## Levels 3 and 4

### Band description

In Levels 3 and 4, Chinese language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers through purposeful and creative play in structured activities that involve listening, speaking, reading, writing and viewing. They use Chinese to interact with their peers and teachers and to participate in activities in familiar settings that reflect their interests and capabilities. They use local and digital resources to explore Chinese-speaking communities. They continue to receive extensive support through modelling, scaffolding and repetition, as well as the use of targeted resources.

Students develop active listening skills and use gestures, words and modelled expressions, imitating the sounds, tones, pronunciation and intonation patterns of Chinese. Students begin to use Hanzi, Pinyin and tone marks, with support, to read and write. They locate information, and respond to and create texts using written and spoken Chinese. They access authentic and purpose-developed Chinese-language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise the interconnected nature of language, culture and identity.

### Achievement standard

By the end of Level 4, students use Chinese to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic grammatical structures to create texts. They use familiar Hanzi appropriate to context and make connections between Hanzi and the spelling and tone marks of Pinyin.

Students imitate the sounds, tones, pronunciation and intonation patterns of spoken Chinese. They demonstrate their understanding that Chinese has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in Chinese and make comparisons between Chinese and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Chinese

##### Sub-strand: Interacting in Chinese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressionsVC2LC4C01 | * initiating and exchanging greetings in different contexts, using modelled responses, for example, 你好吗 ; 我很好 ; 我马马虎虎 ; 我不好 ; 你的假期怎么样 ; 很好 ; 不好 ; 太好了 ; 很棒
* participating in classroom routines, such as answering roll call with 到 or 不在 , or starting class by standing and bowing and responding to instructions (上课,起立,同学们好,老师好,请坐) or finishing class with 下课,谢谢老师,老师再见
* exchanging and responding to information about themselves or their family or friends using modelled questions and answers, for example, 你叫什么名字? 我叫 ...; 你属什么? 我属老虎。; 你几岁了? 我九岁了。; 你喜欢什么颜色? 我不喜欢棕色。; 她喜欢狗 ; 他不喜欢狗
* asking for clarification, using appropriate formulaic expressions and gestures to match the context (e.g. 请再说一遍), and showing their understanding (e.g. 我知道 ; 我不知道 ; 这是什么? 这是 …; 我懂了)
* playing games where students take turns to role-play ‘the teacher' and giving each other instructions with actions, for example, 请安静 ; 起立 ; 请坐 ; 写 ; 听 ; 看 ; 请看白板 ; 请给我 ...
 |
| participate in activities that involve expressing interests and exchanging information, using a range of familiar phrases and modelled structuresVC2LC4C02 | * planning a role-play about an imaginary shopping trip with a partner, for example, 我要一个苹果 ; 我要两个草莓 ; 谢谢 ; 给你
* following basic directions (e.g. 左 , 右 , 前 , 后 , 东 , 南 , 西, 北) to reach a predetermined goal, for example, finding a hidden treasure in the school
* asking and answering questions relating to numbers, time, days of the week or months, for example, asking 几点了？一点/三点。; 几月几日？一月二号。
* expressing interests with 喜欢 and 不喜欢, for example, moving to stand near a card showing either 喜欢 or 不喜欢 , displayed at opposite ends of the classroom, to indicate whether they like or dislike an activity (e.g. 打篮球 ; 唱歌 ; 游泳), and then making sentences in Chinese about whether they or their peers like or dislike different activities, based on where they are standing in the room (e.g. 我喜欢跑步 ; Hannah不喜欢跑步)
* writing and illustrating a short booklet about their interests and/or the interests of their friends or family members, using modelled language and then reading it aloud to a peer, for example, 我喜欢看书。我不喜欢游泳。我妈妈喜欢打乒乓球。
* playing guessing games to exchange information with a partner, using modelled language. For example, working out the family group, stationery items or pets in a concealed picture (e.g. 我有哥哥吗 ; 我有狗吗), or drawing a face based on a partner’s description (e.g. 你有棕色的眼睛)
* filling in a birthday chart by moving around the room and asking their peers 你的生日是几月几日？
* undertaking surveys to work out the most popular activity, colour or pet in a group of peers, and then reporting findings to the class, for example, 三个人喜欢猫 ; 两个人喜欢打网球
* filling out profiles for their peers, using modelled language to find out real or invented information, for example, 你叫什么名字？; 你几岁？; 你的生日是几月几日？
 |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal textsVC2LC4C03 | * sequencing pictures to describe events, guided by their teacher, digital media or their peers, for example, 七点起床。八点吃早饭。一点吃午饭。六点吃晚饭。
* viewing images about daily routines and describing them using modelled language, for example, 爸爸六点起床
* listening to short spoken texts to identify key information, for example, identifying the name and phone number of the speaker in a voicemail message, or the names, year levels and ages of Chinese-speaking children in a short interview
* listening to or reading half a story and predicting what might happen next
* reading texts in print and digital form and responding with actions, for example, reading a shopping list of groceries and going to an imaginary shop to make purchases, or matching the grocery items to pictures
* viewing photos of families and describing the number of siblings, for example, 她有三个弟弟
* viewing posters, advertisements or video clips and answering simple questions about what they see, for example, 他喜欢什么运动？他喜欢打篮球。
* viewing interviews with peers from different Chinese-speaking countries/regions (e.g. Singapore, Hong Kong, Macau) about their likes and interests, and completing a corresponding survey, for example, 你喜欢什么水果 / 颜色 / 运动？
* identifying and locating familiar Hanzi in texts, and discussing the main purpose and meaning of the texts, for example, on food packaging, identifying the name, weight, price and recycling information
 |
| develop strategies to comprehend and produce Chinese, adjusting language to convey meaning and/or intercultural understanding in familiar contextsVC2LC4C04 | * making connections between the shape of Hanzi and the sound of Chinese words and their meanings as a strategy to aid comprehension, for example, drawing a picture to convert 妹 into an image of a little sister climbing a tree; thinking of words or phrases in English or other languages spoken in class that rhyme with Chinese words or phrases, such as 请举手 (hand up if you know)
* acting out different scenarios to show situations where either 你几岁？ or 你多大了？ should be used to ask someone’s age
* recognising different meanings for the same word, for example, understanding that 哥哥 can be used to refer to an older male friend, as well as an older brother
* identifying the meanings of Chinese words and phrases that do not translate directly (word for word), for example, 属 ; 岁 ; 马马虎虎
* explaining the meanings of colloquial phrases used on specific occasions, such as 恭喜发财 to give New Year’s wishes, and discussing how the same wishes or phrases are expressed in English or other languages
* conveying the meaning of words and phrases to their peers or the teacher using culturally appropriate gestures and actions, for example, using facial expressions to express dislike, disappointment, agreement or enthusiasm
 |

##### Sub-strand: Creating text in Chinese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create and present spoken and written texts using formulaic expressions, simple phrases and sentences, modelled textual conventions, and familiar Hanzi and Pinyin VC2LC4C05 | * using a set of modelled sentences (e.g. 我的狗叫 …; 它三岁了; 它喜欢 …; 它的毛是黑色的) to create imaginary animals, pets or characters, and presenting them through a performance such as a puppet show, or using digital tools to digitally display a cartoon, for example, 这是龙。他叫长龙。他五岁了。他喜欢饺子。他很高。
* creating alternative versions of stories or action songs (e.g. nursery rhymes), using voice, rhythm and gestures to animate characters, or using support materials (e.g. drawings, story maps) to create visual contexts, for example, changing the animals in 两只老虎 to 三只老鼠
* designing a poster, PowerPoint, invitation or card for a specific event, or creating a menu, picture book or word wall, for example, producing a poster to represent the Chinese zodiac, displaying the Hanzi and/or Pinyin (e.g. 中秋节 ; 动物)
* adapting familiar storybooks such as The very hungry caterpillar, Where is the green sheep? and Brown bear, and changing some of the vocabulary (e.g. asking, ‘What would the caterpillar eat in mainland China / Taiwan / Hong Kong?’), or changing the food, colours or animals in the book(s) using a set list of words
* drawing a picture of a nature scene or an imaginary monster/animal and labelling it in Hanzi and Pinyin
* producing a rap with a partner from a list of learnt vocabulary and phrases (e.g. 水果 ; 动物 ; 家人 ; 数字)
 |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentences, using Hanzi and/or Pinyin as supportVC2LC4U01 | * reading lyrics in Pinyin when learning new songs in Chinese
* recognising and demonstrating Chinese combinations of sounds, pronunciation and intonation patterns in Chinese tongue twisters or nursery rhyme performances, for example, 白猫黑鼻子,黑猫白鼻子,白猫的黑鼻子碰破了黑猫的白鼻子,黑猫的白鼻子碰破了白猫的黑鼻子
* demonstrating understanding of the 4 main tones in Chinese, and recognising when and why some tones are not expressed, for example, the repetition of syllables in mā-ma, the neutral tone on the second syllable
* explaining the use of Pinyin as a learning tool to reflect the sound of the Chinese spoken language, recognising sounds associated with different letters and syllables
* engaging in activities to raise tonal awareness, for example, listening to familiar vocabulary and demonstrating understanding of tones, using gestures or adding the correct tones on the Pinyin in an expression such as 妈妈骂马
 |
| recognise and use Hanzi and/or Pinyin, as well as modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaningVC2LC4U02 | * exploring the etymology of Hanzi and the evolution of pictographs from ancient symbols to modern Hanzi; matching ancient Chinese symbols to their modern-day counterparts; and creating a picture that incorporates ancient and modern versions of Hanzi and reflects their meaning (e.g. 火 , 山 , 雨 , 云 , 石 , 林)
* mixing and matching Chinese characters to make new meanings, for example, building new words using familiar characters (e.g. 大山 , 火山 , 山火 , 林火 , 王子 , 大王 , 女王)
* making connections between basic characters and related component forms (e.g. the radicals 手 , 人 and 亻), and recognising the number and arrangement of components in a compound character, for example, demonstrating understanding that 众 has 3 components and 打 has 2 components, and that 亻 is on the left-hand side
* engaging with a range of basic characters and components and exploring their individual meanings (e.g. 大 ; 小 ; 足 ; 手), categorising, organising and sorting characters based on the same radical (e.g. 木 ; 林 ; 森 ; 休), and creating a visual diagram to group words with the same radical
* using 的 to join adjectives and nouns, for example, 红色的鱼 ; 白色的马
* creating and exploring simple subject+verb+object sentences with their peers using a sentence slider, flashcards, visuals or dice, or by rearranging modelled sentences
* using subject + 是 sentence structures to create a basic sentence, for example, 这是 …; 他是 …; 我是 …
* following patterns of word order and sentence structure and using negation when creating sentences to express their own meanings, for example, replacing the subject pronoun in 我喜欢绿色 and using negation to create the sentence 我妈妈不喜欢绿色
* demonstrating their understanding that the word ‘two’ (二) is different when counting objects using 两 , and using basic measure words in modelled sentences between numbers and subject to describe quantities with 个 or 只 , for example, 两个苹果 ; 三只羊
* playing pair-matching card games, for example, matching characters with Pinyin
 |
| recognise and compare familiar Chinese language structures and features with those of English and/or other languages, using simple metalanguageVC2LC4U03 | * comparing the similarities and differences of Chinese sentence structure with that of English and/or other languages such as subject+verb+object sentences and questions, for example, ‘Do you have a cat?’ vs. 你有猫吗？; ‘What's your name?’ vs. 你叫什么名字？
* exploring Pinyin and comparing it with the Roman alphabet, recognising that certain initials (e.g. x, q, c, zh, g, shi, chi, zhi, pi, ji) and vowels (e.g. i, e, u, ie) are pronounced differently from English and/or other languages
* recognising grammatical features and how their use differs in Chinese and English and/or other languages, for example, recognising the lack of articles in Chinese, the use of adjectives as verbs and the limited use of the verb 是 (to be) in sentences such as 我很好
* recognising that Chinese uses measure words, and comparing their use in Chinese with nouns of measurement in English and/or other languages, for example, making a paper chain of different numbers of people and then writing phrases (e.g. 三个人 ; 五个人), or drawing faces on the people and writing descriptions (e.g. 四个家人 ; 十个学生)
* discussing differences between names in Chinese and in other languages, for example, discussing how Chinese family names are written first and given names follow, selecting a Chinese family name that relates to the pronunciation or meaning of their own family name, and then making a name card
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| identify connections between personal identity, language and aspects of cultureVC2LC4U04 | * viewing a map that shows Aboriginal and Torres Strait Islander languages, noticing how many languages are represented in Victoria, and then learning about the diversity of languages that students in the classroom have a connection to, identifying the Aboriginal or Torres Strait Islander Country or Place on which they live, and incorporating this into their self-introduction in Chinese
* identifying elements of the Chinese language that feel most similar to or different from their own language (e.g. pronunciation of some sounds, gestures, facial expressions), and describing what they are confident in, what they feel unsure of and what they most enjoy
* creating a ‘language portrait’ of themselves through the use of a whole-body silhouette, where students represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline
* engaging with the traditions, customs, festivals, celebrations and food of Chinese-speaking communities, recognising the value of learning about culture(s) in learning a new language, and identifying language and associated cultural practices, for example, saying 这是一个小礼物 when giving an imaginary gift to their peers
* discussing birthday celebrations in Chinese-speaking countries, comparing ancient traditions with modern ones, and reflecting on their own birthday celebrations, for example, singing 《祝你生日快乐》
* recognising characters used in specific cultural events in various forms (e.g. paper cut-outs, folk art, New Year couplets), and identifying how the form might change, for example, questioning why 福 is sometimes presented upside down
* becoming aware of the variety of ways in which people can be addressed, including the use of non-gendered expressions such as 老师 for teachers, and 学生 , 同学 and 孩子 for students
* identifying the connections between Chinese language and culture(s) by studying the reasons behind character formation, for example, learning how the character 家 , which is a pictograph of a pig under a roof, came to represent the word ‘family’
* participating in eye exercises or daily exercise routines, or role-playing the flag-raising ceremony using associated language, and discussing the cultural significance of these practices
* discussing the difference between 我要去厕所。 and 我可以去厕所吗？, and that the Chinese language can be very direct without being rude, for example, understanding that in English it is polite to say, ‘May I have …?’ or ‘Can I please have …?’, but in Chinese, saying ‘I want ....’ is usual; and then discussing the impact of this for a Chinese-speaking tourist travelling in Australia
 |

## Levels 5 and 6

### Band description

In Levels 5 and 6, Chinese language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers in purposeful, creative and structured activities that involve listening, speaking, reading, writing and viewing. They interact in Chinese to exchange information and ideas within their school and local environment, and engage with Chinese-speaking communities. They work independently and in groups, with ongoing support from modelling and from digital and print resources.

Students engage with a range of spoken, written, viewed and multimodal texts that may include stories, posters, images, notes, invitations, video clips and procedural texts. They identify language structures and features of Chinese, and use simple metalanguage to reflect on their understanding. They use their knowledge of Hanzi and/or Pinyin to obtain meaning from texts. They recognise that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.

### Achievement standard

By the end of Level 6, students initiate and use strategies to maintain interactions in Chinese that are related to their immediate environment. They use appropriate pronunciation, intonation, tone, stress and phrasing in spoken texts. They collaborate in spoken and written activities to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Chinese or English, adjusting their responses to context, purpose and audience.

Students use modelled structures when creating and responding in Chinese. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts. They use conventions appropriate to text type. They use familiar Hanzi and/or Pinyin appropriate to context. They apply rules for pronunciation and intonation in spoken language, and apply conventions of script and punctuation in written language. They compare language structures and features in Chinese and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Chinese

##### Sub-strand: Interacting in Chinese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environmentVC2LC6C01 | * asking and responding to questions such as 你喜欢运动吗？ and making sure that other participants are included in the interaction (e.g. 你呢), for example, participating in an online meeting with Chinese-speaking peers, and taking turns asking and answering questions about school
* playing speaking games that practise modelled sentences (e.g. 你是哪国人？; 你是中国人吗？) and question words (e.g. 谁 ; 什么时候 ; 什么 ; 哪里)
* using digital tools (e.g. a tablet) to video and exchange a detailed self-introduction, including their year level (e.g. 六年级), hobbies (爱好), sports (运动), nationality (国籍), likes and dislikes or family information, for other Chinese-speaking peers to respond to
* responding to questions from their teachers or peers (e.g. 准备好了吗？; 懂了吗？; 做完了吗？) with actions or words, phrases or sentences
* developing conversation skills for familiar topics, such as staying on topic, following up with questions, recognising non-verbal cues to show interest and understanding, and using basic interjections, for example, 真的吗 ; 太好了
 |
| participate in activities that involve discussion with others, using language that expresses information, preferences and ideasVC2LC6C02 | * using set phrases to seek permission or borrow items from their peers or teacher, for example, 我可以上厕所吗？; 好的 ; 谢谢
* adapting a role-play using modelled language to discuss ownership, for example, 这是我的帽子 ; 这不是你的帽子 ; 这是我的帽子 ; 这是不是我的帽子？; 哦，这是Julie的帽子
* asking, giving and following directions to real or imaginary locations using digital tools to access mapping applications, using key language, for example, 向右
* exchanging ideas and opinions in class discussions, expressing agreement, disagreement, negotiating, and listening to others’ suggestions, for example, 我们星期二去公园种树吧
* expressing information about themselves and making comparisons with others, for example, moving to stand near a card showing 喜欢 or 会 , or a card showing 不喜欢 or 不会 , respectively, displayed at opposite ends of the classroom, to indicate whether they like or dislike an activity (e.g. 打篮球 ; 唱歌 ; 游泳), or whether they know how to do an activity or not, expressing information based on where they and their peers are standing in the room (e.g. 我喜欢跑步，可是Josh不喜欢跑步 ; 我和Billy喜欢画画儿 ; 我会用筷子，Robyn也会用筷子)
* participating in the planning and presentation of a role-play with their peers, such as an imagined trip to Taiwan, Hong Kong, Singapore or Malaysia, ordering food and discussing preferences, meeting new people, inviting people to birthday/dinner, or making a phone call, for example, 我们去北京，好吗？; 多少钱？; 我要买 …
 |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose VC2LC6C03 | * viewing a set of images and then writing a simple story in Chinese, using modelled language and wordlists, arranging the images in a sequence so that they become the illustrations for the story
* listening to a weather report or viewing a weather chart and responding to questions with modelled phrases, for example, 今天天气怎么样？今天有大雨 / 小雨 / 天气很好
* reading and responding to detail in texts, for example, reading a basic informative report about the daily life of a panda and using this information to create an informative poster or short presentation about giant pandas
* reading stories containing familiar and some unfamiliar language, and summarising the story, using a sequence of matching pictures
* reading short stories in groups, and conveying the emotions and opinions of the characters, for example, using 最 , 非常 and 太
* listening to and viewing a range of informative texts to identify key points, for example, answering questions from members of the class about the procedure and main ingredients for a Chinese or Taiwanese dish from a cooking show
* using textual cues (e.g. 听一听小明的一天) to predict possible content when listening to spoken texts and preparing to listen for key information (e.g. time, activities)
 |
| apply strategies to interpret and convey meaning and/or intercultural understanding in Chinese in familiar non-verbal, spoken and written contexts VC2LC6C04 | * comparing simple sentences in Chinese with online-translated sentences, for example, comparing the English-language sentence, ‘I like Chinese’, which could be translated into Chinese as ‘I like Chinese people’ or ‘I like Chinese language’, and discussing why an online translator might give an inaccurate translation
* sharing their own translation of short texts (e.g. brand names, signs, slogans, billboard advertisements) with those of others, and evaluating the effectiveness of their own translation
* viewing a video clip from a Chinese drama or sitcom and making observations about non-verbal communication, such as gestures, facial expressions or body language, noticing any familiar words or phrases, and using the information gathered to work out what is happening in the clip
* acting out different scenarios in which it might be more suitable to say 对不起 or 不好意思
* identifying Chinese symbols in print and digital texts (e.g. the longevity symbol), and developing ways to convey the corresponding cultural values when expressing the meaning of these symbols in English
 |

##### Sub-strand: Creating text in Chinese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type, using familiar Hanzi with Pinyin as supportVC2LC6C05 | * experimenting with storytelling techniques by following the models of narrative texts, for example, rewriting 她有七色花，红色、蓝色、白色 ..., replacing 花 with 气球 and writing 她有七色气球，红色、蓝色、白色 …
* designing a poster about a favourite celebrity and presenting the information to their peers, describing the celebrity’s nationality, age, family, interests, hobbies, likes and dislikes, where the celebrity lives, and why they like the celebrity (e.g. 我喜欢她因为她很努力), and collaboratively creating and performing a role-play based on a storybook by identifying and using key language from the text
* using modelled language, writing and presenting a show about topics that pairs of students have in common (e.g. pets, likes and dislikes, sports), including something they would like to see in a Chinese-speaking country, such as 我们都喜欢 …
* writing a letter to a real or imagined penfriend from China in Hanzi and/or Pinyin, incorporating a range of modelled sentence structures and vocabulary with the support of wordlists, sequencing information to suit the purpose, and including features of this text type, such as appropriate punctuation, date placement, and beginning and ending phrases (e.g. 可是 ; 也 ; 和 ; 吗 ; 都 ; 会/不会 ; 喜欢/不喜欢 ; 因为)
* completing a role-play with their own creative input, based on a familiar text, changing the main characters and items to suit their own preference, for example, changing the Brown bear story to a story about a native animal from a Chinese-speaking country, or changing the main characters and adapting a Chinese story such as 《三个和尚》 or 《嫦娥》
* describing activities in the week according to a calendar, for example, 她星期一打篮球 ; 星期二她做作业 ; 星期三她去游泳 ; 星期六她和朋友去买东西
* sequencing several pictures about a daily routine, describing them in Chinese, incorporating time words and 然后 appropriately (e.g. 他七点起床，然后吃早饭。他九点上学。), and then choosing 2 images in sequence and describing them using 先 and 再 (e.g. 他先吃完饭，再做作业)
 |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| apply combinations of sounds, tone syllables, pronunciation and intonation patterns, stress and phrasing to develop fluency in words, phrases and sentences, using some Pinyin for supportVC2LC6U01 | * singing and recording songs in Chinese, with the support of lyrics in Pinyin, and using these recordings as music to signify the end of playtime in the yard
* exploring and discussing the difference in Pinyin pronunciation by reading out words written in Pinyin with attention to Chinese pronunciation and tone, identifying some initials such as ‘x’ in 谢谢 , ‘q’ in 请 , ‘zh’ in 中国 and ‘c’ in 草
* reading Chinese nursery rhymes, stories, modelled texts and poems out loud to other learners, with attention to tones, pronunciation, stress and phrasing
* recognising familiar language spoken by different voices and using Pinyin to transcribe the sound of words and sentences
* discriminating between homophones in Chinese such as 是 and 室 , relying on contextual cues to assist understanding, and differentiating syllables with different tones, for example, 是 vs. 十
* using digital tools to check the correct pronunciation of Chinese and using voice recording apps to check their own tone and intonation
* noticing differences in stress and intonation between Chinese and other familiar languages
 |
| recognise and use Hanzi and/or Pinyin, and a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text typeVC2LC6U02 | * choosing appropriate pronouns and labels when referring to others in interactions (e.g. 您/你 ; 小张/张晓琴) and using 的 as a possessive (e.g. 我的书 ; 你的)
* playing games such as snap, with related phrases when a round is won (我的) or lost (你的)
* exploring components in the Chinese language, for example, highlighting Hanzi containing a particular radical (e.g. 氵; 亻; 艹) in a word search
* exploring the features and conventions of Chinese texts, including the lack of word spacing or the use of punctuation, comparing texts in traditional characters with texts in simplified characters (e.g. 門/门), and variability in text direction in Chinese and other scripts such as Arabic, Japanese and Hindi
* developing simple sentences using frequently used verbs (e.g. 有 , 要 , 是 , 会 , 喜欢), including negation (没有 , 不是 , 不要 , 不会)
* applying the processes of discourse development, such as using joining words (也 ; 和), contrasting words (但是) and sequencing information (就) in modelled sentences
* discussing and identifying words that all have a similar component, such as electricity (电脑 ; 电影 ; 电话), vehicles (车 ; 自行车 ; 汽车 ; 火车), meals (晚饭 ; 吃饭 ; 早饭) and ball games (足球 ; 篮球 ; 网球)
* using squares to write individual characters, and using appropriate punctuation such as full stops and double quotation marks to signal a quote, making sure that punctuation is written in a separate square
* using the subject+verb+object structure but moving from simple to more complex expressions, for example, from 我有狗 to 我的妈妈有狗 to 我的妈妈有三只黑色的狗
* hand-writing modelled Chinese sentences or experimenting with the Chinese keyboard, inputting Pinyin and choosing Chinese characters, for example, writing an email to a penfriend in a school in China or another Chinese-speaking country or region, sharing simple self-introductions and asking simple questions
 |
| compare Chinese language structures and features with those of English and/or other languages, using familiar metalanguageVC2LC6U03 | * exploring the radicals and components of Hanzi and how these can be used to help make meaning, for example, 吗 , including both the radical 口 and phonetic component 马 , using a digital device or paper and pencils to illustrate and make notes around the different parts of the character, for example, turning 口 into a picture of a mouth, with a note about using your mouth to ask questions; drawing a horse around 马 and making a note about the pronunciation of 马 and 吗 being similar
* comparing rules for stroke order when writing in Hanzi with rules for writing systems in other languages, such as letters in the Roman alphabet, and placing familiar Hanzi into categories to demonstrate an understanding of rules relating to stroke order, for example, grouping Hanzi written in a top-to-bottom sequence (e.g.喜 , 是 , 三) or a left-to-right sequence (e.g. 你 , 川 , 好), or using materials such as plasticine and a digital device to make a stop-motion video of a word in Hanzi, appearing with the correct order and direction of strokes
* recognising grammatical features and how their use differs in Chinese and other languages, for example, recognising the lack of articles in Chinese (e.g. 他是老师) and that adjectives can be used as verbs (e.g. 他很高)
* comparing possessive pronouns in Chinese, English and/or other languages
* writing the date in Chinese and comparing it with English, for example, practising writing the date daily
* comparing the use of tenses in English and Chinese, as well as in other familiar languages, for example, how, in Chinese, future tense is often expressed through time phrases (e.g. 我明天去北京 ; 下个星期去上海) and verbs convey tense without verb conjugation (e.g. explaining why 有 can mean ‘have’, ‘had’ and ‘will have’)
* discussing ‘What is the plural form?’ and ‘How do we know it is plural when reading in English or other familiar languages?’, and developing their knowledge of metalanguage
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal and non-verbal communicationVC2LC6U04 | * explaining to others the connections between language and culture, for example, using 哪里哪里 , a humble way to respond to praise
* discussing the symbolism of the moon in Chinese-speaking cultures, and things that are lucky and unlucky (e.g. 八/发 ; 九/久 ; 四/死), and discussing why companies in China need to avoid unlucky words in translation or pronunciation
* understanding that some words originate from Aboriginal languages from different areas around Australia, for example, 考拉 (koala) from the Dharug word gula, meaning ‘no water’, and comparing these words to English and/or other languages, and discussing their historical context
* comparing language use in similar social situations in Chinese and English or other familiar languages, for example, comparing the language used when giving or receiving a gift
* exploring examples of traditional and contemporary images or texts in print and online, and discussing how identity and gender are represented in the language
* examining the themes, characters and common language in traditional Chinese folktales and reflecting on which aspects are unique to Chinese-speaking cultures, for example, 《愚公移山》
* exploring cultural values conveyed in expressions relating to celebrations, for example, asking, ‘In the colloquial phrase 合家团圆 , what is 团圆 ?’, ‘Why do we wish people 团圆 ?’, ‘Does this have the same meaning in Australian culture(s)?’, ‘What’s the relationship between this phrase and Chinese-speaking communities’ values and identity in this phrase?’
* demonstrating Chinese Yin and Yang philosophy and traditional medicine by role-playing a visit to a doctor of traditional medicine in China and comparing this with a visit to a doctor of Western medicine in Australia
* discussing traditional methods that Chinese speakers use to preserve language and culture; comparing these with examples of cultural artefacts such as dance, songs, artwork, artefacts or traditions, from a range of different cultures; and identifying how they strengthen connections to values and identity, for example, discussing the significance of a possum-skin coat to some Aboriginal Peoples and sharing similarities and differences between cultural artefacts in other languages and cultures represented in the classroom
* discussing possible reasons why Chinese family names are placed before given names and exploring the cultural meaning of various Chinese given names
 |

## Levels 7 and 8

### Band description

In Levels 7 and 8, Chinese language learning builds on each student’s prior learning and experiences. Students use Chinese to interact and collaborate, in person or virtually, within and beyond the classroom. They listen, speak, read, write and view to exchange information, ideas and opinions about their world. They work independently and in groups, and continue to receive feedback and support from their peers and teachers.

Students use an increasing number of Hanzi and Pinyin. They access a range of spoken, written, viewed and multimodal texts from a variety of authentic sources, which may include audio and video clips, magazines, advertisements, images, stories and articles. They use their knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Chinese, English and/or other language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students initiate and maintain Chinese-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Chinese to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts in Hanzi, which are appropriate to context, purpose and audience.

Students apply the conventions of spoken Chinese, including differences in sounds and tones, and continue to enhance their fluency. They demonstrate understanding of the role and function of character components, and that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Chinese text, using some metalanguage. They reflect on how the Chinese language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Chinese

##### Sub-strand: Interacting in Chinese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to others VC2LC8C01 | * discussing their school life or hobbies, and asking questions to seek ideas and enhance mutual understanding, for example, 我不喜欢听音乐。我喜欢看书。你呢？
* sharing their opinions about school or family life, including 我的学校 , 我的老师 , 我的好朋友 and 我的一家人, and linking ideas to explain and support a position or view, for example, 我的姐姐喜欢音乐，也很喜欢体育
* exploring ways to initiate an interaction by selecting and incorporating modelled structures to adjust to new contexts (e.g. 你有没有书？vs. 你有书吗？), using other question words (e.g. 什么 ; 几), responding to yes/no questions (using 是/不是 ; 有/没有 ; 好/不好 ; 去/不去 ; 工作/不工作) and concluding an interaction (e.g. 祝你生日快乐！; 明天见 ; 谢谢！)
* participating in conversations to exchange information with others, including personal experiences, and expressing opinions about what is common to these experiences, for example, 你好！你叫什么名字？; 你是哪国人？; 我的老师很好。同学们都很喜欢他。
 |
| use language to negotiate and problem-solve collaboratively to plan projects and eventsVC2LC8C02 | * participating in a conversation or role-play to arrange an outing or activity (e.g. 我们星期六去看电影，好吗？)
* organising a class or school celebration such as celebrating the Spring Festival (e.g. 拜年) and Mid-Autumn Festival (e.g. 吃月饼), sharing suggestions and delegating roles
* participating in role-plays of shopping scenarios, including expressing opinions about the quality of goods (e.g. 这条红色的裤子真好看), making comparisons (e.g. 这件比那件便宜), and expressing satisfaction or dissatisfaction with the price (e.g. 太贵了)
* visiting Chinese-owned stores in the local area, replicating a store in a virtual world or role-playing imaginary shops, specifying the number or nature of items required; requesting, negotiating and accepting prices; and completing transactions, for example, 我们什么时候去 ...？; 我们去哪儿买？; 我们要买什么？
* collaborating with a partner to design a fashion show, for example, 她要穿红色的裙子。红色是很好看的颜色。
 |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audienceVC2LC8C03 | * documenting specific details of events, customs and lifestyles presented in multimodal sources (e.g. video clips, face-to-face interviews) to summarise the information, for example, 一般来说，在华语文化中，人们每天都吃米饭
* listening to, reading and/or viewing multimodal texts (e.g. popular music videos from various sources of media) or viewing images to identify key information such as the names of people and places, times, dates and opinions, for example, 秦始皇 ; 西安 ; 北京 ; 上海 ; 香港 ; 星期三 ; 下午两点 ; 我很喜欢 …; 我觉得 …; 很有意思
* discussing the ways words can be misinterpreted, for example, the naming of the Barwon River in English (Wadawurrung word Parwan for ‘magpie’), or the Yarra River (Wurundjeri term Yarro Yarro, meaning ‘it flows’), and identifying commonly misunderstood terms and phrases in Chinese that can cause miscommunication
* reading or listening to texts from a range of genres and analysing and explaining the development of ideas or an argument, for example, reading a short article about the protection of pandas, listening to an interview with a person working with pandas, and then contributing to a class blog about wildlife protection (e.g. 熊猫每天吃很多竹子)
* reading a short fictional story and writing diary entries or recording a video blog as one of the characters, incorporating their perspectives
* listening to and/or viewing travel-related texts (e.g. websites, podcasts, videos, maps or photographs) to create a suggested itinerary for a school trip, and using persuasive language to suggest activities
* viewing and arranging pictures of a fictional character’s day and writing descriptions in Chinese based on those pictures
* viewing a photograph or image and brainstorming vocabulary in Chinese relating to aspects of the image, and then narrating a story using the language based on the image
* viewing an advertisement and identifying familiar words and phrases, and then identifying the purpose and audience, for example, viewing a travel brochure and writing a blog post or an email about their holiday in that location
 |
| apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contexts VC2LC8C04 | * making adjustments when moving between the Chinese and English languages, recognising that some words cannot be translated directly, for example, ‘How’s it going?’ in English; or 孝顺 when talking about the bond between children and parents in Chinese
* identifying the differences in meaning of multiple terms to convey a similar concept (e.g. 你 vs. 您 ; 厕所 vs. 洗手间), or comparing representations of different people (i.e. 外国人有一些不同的习俗)
* exploring the contexts and implications of terms used to identify others, for example, 老外 ; 华侨 ; 华裔 ; 华人 ; 中国人 ; 少数民族
* exploring the use of 普通话 as Standard Chinese in many Chinese-speaking communities and identifying terms used in different regions to express a similar idea (e.g. 中文 vs. 汉语)
* viewing a short clip set in China without sound and making note of facial expressions, body language and gestures, guessing the plot based on observations
* creating skits that incorporate a range of culturally appropriate gestures, such as signalling ‘come here’ by waving their fingers with the palm facing downwards, or indicating oneself by pointing to one’s nose
* accessing various texts about different cultures, creating a digital presentation, sharing information about their own membership of diverse groups and exploring how this is expressed in the Chinese language, for example, 每年春节小明的妈妈都会包饺子 ; 安娜的妈妈每年圣诞节都烤火鸡
 |

##### Sub-strand: Creating text in Chinese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures, and using Hanzi appropriate to text type and contextVC2LC8C05 | * contributing to a short dialogue communicating with peers about their subjects of study, hobbies or interests, and expressing appropriate emotions, for example, 爸爸做的菜太好吃了
* composing stories by producing labels for pictures, photos and cartoons to convey a sequence of events in imagined contexts, using appropriate digital tools in combination with sound, voice and music
* writing and presenting short plays or digital presentations and taking on roles in imagined scenarios, for example, visiting or hosting a Chinese-speaking friend, a shopping experience or a fashion show, or creating skits about school life and daily routine
* collaboratively creating informative, multimodal texts (e.g. interviews, video blogs) with familiar settings (e.g. home, school, communities, places travelled), for example, reporting on a school excursion or swimming carnival 学校水上运动会
* producing an informative text introducing an aspect of their immediate environment or personal worlds, for example, creating a tour of their school, a guide to their favourite place, an explanation of Aboriginal and Torres Strait Islander place names, or a history of their town
* writing a detailed account of an imagined experience to an area in China or another Chinese-speaking country or community, and then answering questions in an interview about these experiences and conveying varying attitudes and degrees of emotion towards people, places and events, for example, 我觉得这个地方很好
* using some modelled language and digital tools to create a slideshow with audio about a planned 7-day trip to a Chinese-speaking country, including famous places to visit, cultural events to attend and foods to eat, for example, 我想去看看
 |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| apply conventions of spoken Chinese to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contextsVC2LC8U01 | * experimenting with rhythm, voice, emotion and gesture to convey the intended sentiment and meaning of songs and rhymes to enhance performance
* recognising and using features of the Chinese sound system, discriminating between the use of tones, rhythm and sound flow, for example, differentiating pronunciation, intonation and stress when listening to short texts or tongue twisters (e.g. 四是四，十是十，十四是十四，四十是四十)
* viewing a range of short authentic audio or video clips and listening to interactions between unfamiliar voices at diverse speeds or levels of clarity to develop auditory and comprehension skills, for example, discriminating between the range of vowel and consonant combinations (e.g. ‘qin’ vs. ‘qing’; ‘chi’ vs. ‘ci’)
* analysing characters containing a common component or side, for example, explaining the features of position, phonetic function and range of sounds in the characters 请 , 清 , 情 , 晴 , 精 , 睛 and 猜 , and then creating a visual representation showing the relationships between them
* estimating the probable sound and meaning of characters based on an understanding of familiar components and phonetic sides when reading unfamiliar texts (e.g. 鸡/鸭/鹅 ; 爸/吧/把), by playing a speed-reading game in which they take turns reading the characters against a timer, and must stop and retry until the pronunciation is estimated correctly
* examining the diverse meanings of words that share similar sounds, such as the many meanings of the sound ‘shi’, learning how to differentiate between 同音词 and 近音词 in different contexts (e.g. 买东西 vs. 卖东西), and then creating a class wordlist or poster showing each of the categories
* exploring changes in the neutral tone and identifying patterns to aid their own pronunciation and flow of expression, for example, demonstrating understanding of the use of the neutral tone for the second syllable when it repeats or does not contribute to the meaning of the first syllable (e.g. 妈妈 ; 孩子), or reading a short picture story about family to a peer, paying particular attention to the neutral tone
 |
| use Hanzi, and apply understanding of grammatical structures and formulaic expressions to respond to and create a range of texts using conventions appropriate to audience and text typeVC2LC8U02 | * creating different kinds of texts, such as letters, diary entries, speeches and dialogues, and incorporating expressions and language features appropriate to those text types
* writing a letter or an email, correctly typing characters using Pinyin to respond to questions in Chinese language
* describing characters by naming their components or sides in sequence, for example, 亻 (standing man) on the left, 木 (tree) on the right ＝ 休 (rest), and creating posters for the classroom
* viewing words in traditional characters (繁体字) in familiar contexts, applying their understanding of the simplification process to determine the possible meanings and the equivalent in simplified characters (简体字), such as 个/個 or 汉/漢, and then playing an online or card game matching simplified and traditional Hanzi
* viewing a range of short texts, such as diary entries, letters and blog posts, and comparing ways in which tense is expressed in Chinese, for example, 了 to indicate completion; 过 to indicate the experience; 想 to indicate intention; 没有 to indicate the incomplete past and negate the verb; 正在 to indicate an action in progress
* understanding and using elements of Chinese grammar and punctuation (e.g. word order), analysing Chinese-specific sentence structures (e.g. 能不能 ; 有没有), and then using this knowledge to create messages or emails for a specified purpose and audience
* exploring and applying the use of conjunctions to sequence and connect ideas when constructing texts (e.g. 有的 …,有的 …; 一边 …,一边 …; 不但 …,而且 …; 虽然 …,但是 …), and then creating procedural texts such as instruction sheets or directions
* using different ways to negate ideas depending on degree of formality or emphasis (e.g. 我不是 …; 我没有 …; 我不会 …), and then writing a script and performing a skit between 2 people requiring different levels of formality to demonstrate understanding of this concept
* recognising the 2-syllable preference in Chinese nouns, applying this understanding when reading for meaning in words with suffixes such as 学校, 学生 and 学习, and then creating a list of terms to be created into an online or class dictionary
* writing a script set in a restaurant, demonstrating the different language used by the wait staff and customers to each other, reflecting levels of formality and respect
 |
| reflect on the structures and features of Chinese, and compare them with English and/or other languages, using some metalanguageVC2LC8U03 | * viewing a range of similar texts in Chinese and English and/or other languages (e.g. fast food menus), and identifying similarities and differences between their word order and sentence construction (e.g. 我明天去飞机场)
* exploring key features of Chinese phonology by comparing them with phonetics in English and/or other languages, for example, to demonstrate their understanding that each Hanzi is pronounced with one syllable, singing a Chinese pop song or lullaby and clapping the syllables while reading the lyrics
* teaching their peers, other students of Chinese or a buddy class about how Chinese works, focusing on a particular structure using metalanguage and visual supports, for example, comparing the text direction in a Chinese-language storybook with English language and reading the story to students, indicating the direction as the story is read
* exploring loan words, identifying familiar words in English or other languages that have Chinese-language origins (e.g. kung fu, tai chi, Yin and Yang), as well as Chinese words that have originated from other languages, such as brand names or book characters (e.g. 麦当劳 ; 肯德基 ; 哈利波特), and playing pair-matching games or online multiple-choice quizzes to make an estimated guess about the meaning of the loan words
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LC8U04 | * examining how globalisation is having an impact on Chinese speakers’ values and language use, for example, examining how responses to praise are shifting to reflect a Western concept of gratitude (i.e. 谢谢) rather than the modesty of the past (i.e. 哪里哪里), and then viewing a short video clip and identifying examples of this
* viewing examples of short social texts and chat forums, and identifying new words and phrases that have become incorporated into everyday communication in Chinese, for example, demonstrating understanding about how English expressions of emotion (e.g. 去 happy 吧) are used in chat forums and text messaging, and how Pinyin abbreviations are used to replace characters (LP = 老婆)
* investigating the ways in which the Chinese language is used to foster the awareness of social etiquette and courtesy among local communities, for example, addressing adults using 叔叔 or 阿姨, even though they might not be family members, to show respect
* noticing that in Chinese, the third-person pronouns for people, 他 (he) and 她 (she), are all pronounced identically, so it is possible for spoken communication to be gender inclusive, as the difference occurs only in their written forms
* analysing examples of traditional and contemporary images or texts in print and online, and discussing how identity and gender are represented in the language, and whether they challenge or reinforce stereotypes
* reflecting on how particular words of cultural significance may be interpreted differently by others, for example, reflecting on ‘mate’ in Australian contexts and 兄弟 in Chinese-speaking contexts, and creating a comparative chart
* exploring how known languages influence their own identity and communicative preferences, such as reflecting on the values of one culture when communicating in another, for example, exploring differences in the use and frequency of ‘thank you’ and 谢谢 , and then writing a diary entry reflecting on their own identity
* viewing an excerpt from an audio or video clip and inferring the relationship of participants in a spoken interaction by observing word choices and gestures (e.g. 老张 ; 张校长 ; 张小明), and then discussing how these choices are similar to or different in other languages
 |

## Levels 9 and 10

### Band description

In Levels 9 and 10, Chinese language learning builds on each student’s prior learning and experiences. Students use Chinese to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read, write and view to communicate with speakers of Chinese locally and globally through authentic community and online events. They access and create spoken and written texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from their peers and teachers.

Students access an increasing range of authentic and purpose-developed resources, which may include textbooks, audio and video clips, feature articles, television programs, social media and other multimodal texts. They expand their knowledge of spoken and written Chinese language structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Level 10, students contribute to and extend interactions in Chinese in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by identifying and evaluating information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language structures and features to enhance meaning and cohesion. They select and use a variety of Hanzi appropriate to context.

Students incorporate the features, conventions and phrasing patterns of spoken Chinese, including variations in intonation, tone, rhythm and sounds, to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply their knowledge of Hanzi form and function, and language structures and features to make and predict meaning. They analyse Chinese texts using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Chinese to evaluate how this learning influences their ideas and ways of communicating.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Chinese

##### Sub-strand: Interacting in Chinese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to othersVC2LC10C01 | * conversing with other Chinese-speaking peers, adjusting their language to include a range of starter or filler words to maintain natural conversation and interest, for example, 这个 ; 那个 ; 等等 ; 然后 ; 你呢 ; 对吗 ; 是吧 ; 好吧 ; 对不对 ; 请问 ; 我觉得
* comparing their feelings about music, television programs or sports, and asking questions to seek ideas, request repetition or clarify meaning, for example, 你喜欢看电视，不是吗？ and enhancing mutual understanding, for example, A: 我不太喜欢听流行音乐。我更喜欢摇滚乐，因为摇滚乐很有意思。 B: 古典音乐怎么样？古典音乐也不错。
* using digital tools to exchange messages, emails and videos with peers in Chinese-speaking communities, comparing aspects of youth lifestyle, school and environment, and using comparisons when expressing thoughts and ideas (e.g. 大部分澳大利亚的学生功课压力没有那么重 ; 很多中国学生在食堂吃饭)
* introducing a topic or issue for discussion with others, such as the importance of mainland China or Hong Kong to Australia’s economy, the growth of Chinese-speaking tourists to Australia, or ways to promote ecotourism in Australia or a Chinese-speaking country
 |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences VC2LC10C02 | * planning group events such as an in-person or online event, or a trip or excursion to a Chinese-speaking community, and persuading others to get involved and contribute in different ways, for example, 你不是很喜欢吃中国菜吗？; 我们一起去中国城吧？
* participating in discussions and expressing personal opinions on issues relevant to contemporary youth (e.g. 教育 ; 环境 ; 科技 ; 社会公平), displaying levels of politeness or assertiveness appropriate to context, for example, 我希望 vs. 我要 ; 你最好/你应该 vs. 你一定要
* commenting on transaction experiences and acknowledging the work of others, for example, 你做得不错，但是如果你 … 就更好了
* discussing issues, suggesting alternative solutions and making decisions, using levels of formality and respect appropriate to audience and purpose, for example, 我觉得是不是这样做更好？我们可以 ...
 |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audienceVC2LC10C03 | * extracting details and main ideas from texts, including visual texts (e.g. photographs), making judgements about their relevance and discussing contrasting points of view, for example, selecting the main events from an article, identifying core data from interviews, or identifying the gist and main point(s) of a spoken interaction
* comparing and responding to different perspectives on the same event or a topical issue, for example, the maintenance of clean air, water and soil
* reading and sharing key information from diverse authors, making connections between the authors’ opinions and attitudes towards particular topics such as 玩电脑游戏
* comprehending information, ideas and/or opinions in spoken, written, viewed and multimodal texts related to school and education, for example, comparing Australian school timetables and subjects with those in different Chinese-speaking countries, identifying the similarities or differences, and relating them to the general public’s beliefs about education in each country
* listening to or reading an article or interview of a well-known Aboriginal or Torres Strait Islander person, discussing their opinions and ideas in Chinese, and creating and presenting their personal profile to the class
* listening to or viewing topic-related Chinese programs (e.g. online videos, film clips), sharing their opinions on the characters and plot, and relating the situations and contexts in the program to similar events in their own life, for example, 如果我是她 …; 我觉得他最好...
* sharing their own interest in people, places and events in Chinese-speaking environments by reading about places and historical figures (e.g. 秦始皇 ; 毛泽东), and writing articles for the local community
* creating and displaying bilingual posters, for example, to raise their peers’ awareness and help promote the work of charity organisations in Chinese-speaking communities, or to promote a range of bilingual texts and resources for the school and wider community
* listening to popular Chinese-language songs, comparing their themes and content to those of songs popular in Australia (e.g. love songs), and discussing how popular culture reflects social issues
 |
| apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsVC2LC10C04 | * interpreting key ideas conveyed in Chinese texts, discussing how to maintain the authors’ sentiments and intentions when retelling or summarising these in English, and understanding why this is important in translation
* examining the use of inclusive language and how ideas are framed, for example, the impact of positive vs. negative framing on how meaning is interpreted across languages and cultures (e.g. 足下留情，小草常青 vs. ‘Keep off the grass’)
* describing interactions, showing consideration of 面子, and discussing the differences in the significance of 面子 when the interaction occurs interculturally
* viewing short clips, for example, an interaction between wait staff and customers in a Chinese restaurant, a Chinese teacher and their students, or an employer and employee in China, noticing gestures, facial expressions and body language that show respect or give 面子 , and then creating a short role-play with a peer to demonstrate some gestures or body language observed
* identifying the core values implicit in interactions in Chinese and explaining these to English speakers, for example, describing the language of celebration, including the origins, significance and meanings of commonly used expressions (e.g. 年年有余 ; 福如东海 ; 寿比南山)
* reflecting on the language, beliefs and values of characters in traditional and modern literature and popular culture, and comparing different student responses to the same story, event, character or place, for example, viewing excerpts from contemporary Chinese-language films and discussing personal responses and the sociocultural contexts of the film or writing a short film review
* considering how to be more inclusive in their own use of Chinese, for example, considering ‘What questions can I ask to understand others better?’; ‘What words are best to be avoided?’; ‘How can I express my opinion without causing offence?’
* reading everyday Chinese texts encountered in menus, brochures, product packaging and advertising, identifying the challenges involved in conveying their meaning in English, explaining the word choices and textual features employed to enhance meaning, and then creating a simple Chinese-language menu
* listening to audiovisual stimuli and identifying tone, purpose, context and audience to draw a valid and justifiable interpretation of inferences about meaning, values and attitudes related to relationships, for example, speakers’ views on 早恋 or 家庭关系
 |

##### Sub-strand: Creating text in Chinese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures, and a range of textual conventions to engage different audiences, using HanziVC2LC10C05 | * using appropriate digital tools and producing cartoon scripts to express traditional Chinese values (e.g. 孔融让梨 ; 愚公移山), presenting a voice-over for a segment from a familiar television show, or commentating a youth sporting event
* creating plays with plots that reflect personal opinions on topics of interest such as 旅行 and 未来 , using props to support storytelling, and experimenting with language, image and sound to convey complex ideas and enhance audience appreciation
* writing a journal entry or a contribution for a school newsletter in Chinese reflecting on a visit to an Aboriginal or Torres Strait Islander Country or Place, and, with permission, referring to cultural knowledge of the site’s significance
* composing a range of informative texts, using a variety of formats for different contexts, purposes and audiences, for example, writing a speech to welcome a class of Chinese-speaking students to an online meeting for a class activity, or writing an email to a Chinese-speaking friend about something that has recently occurred
* creating visual displays of data or information gathered from personal research or overseas trips to share with their peers on features of lifestyle or experiences of Chinese-speaking youth, for example, educational opportunities, outdoor and sporting activities across the seasons, or a typical weekend for a teenager in different Chinese-speaking countries/regions, such as Singapore, Taiwan, Hong Kong or different areas within mainland China
* creating a print or digital advertisement or travel brochure in Chinese for travel to an Aboriginal or Torres Strait Islander Country or Place, including what to see and do, traditional and/or cultural considerations, means of travel, best time of year to visit, what to bring and what to wear
* using descriptive language to set the scene and capture the reader’s imagination, for example, describing the sound of traffic and the atmosphere of a busy morning in a Chinese town (e.g. 车水马龙 ; 人来人往 ; 人山人海)
 |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| discern difference in patterns of sound and tone, apply features and conventions of spoken Chinese to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contextsVC2LC10U01 | * interacting with people of different ages and positions (e.g. using identity cards containing details relating to a specified character), and varying their language and level of formality according to relative status, for example, using suitable ways to accept or decline requests (e.g. 你能不能帮我一点忙？; 不好意思，我没有空 ; 您找谁？; 你爸爸在家吗？)
* viewing excerpts from television shows or video clips, and identifying and reflecting on choices made in interactions in Chinese with people from different generations, for example, identifying changes in greetings (e.g. 吃饭了没有/拜拜/嗨) and forms of address (e.g. 同志/小姐/师傅) over time, and participating in role-plays or conversations using appropriate forms of address, greetings and other language
* performing short role-plays and choosing greetings and other phrases to express an appropriate level of formality between the characters, for example, a person waiting tables might say 欢迎光临, and a friend might say 吃饭了吗？
* viewing a range of audio and video clips, and identifying and understanding differences in patterns of sound and tone in extended Chinese speech when listening to speakers of different ages, genders and regional backgrounds, for example, listening to interactions between unfamiliar voices at different speeds or levels of clarity to develop auditory and comprehension skills, and paraphrasing to confirm meanings, for example, 您刚才的意思是 ... 吗？
* comparing examples of regional variation in pronunciation, for example, comparing the Beijing use of 儿 and the southern pronunciation of ‘shi’ and ‘si’; noticing and describing differences in accent and tone when listening to Chinese speakers from diverse regions; exploring word choices such as 姥姥 and 姥爷 vs. 外公 and 外婆 , and representing the differences visually in a chart or diagram
* recording themselves speaking, experimenting with tone changes, listening to the recording and reflecting on the impact on fluency when speaking, for example, considering, ‘Do my words sound less forced and more natural?’
* examining the diverse meanings of words that share similar sounds, for example, the many meanings of the sound ‘shi’ and how to differentiate between 同音词 and 近音词 in different contexts (e.g. 同意 vs. 统一), and then making sentences utilising this understanding and creating a chart to show the range of words
* listening to interactions between unfamiliar voices at different speeds or levels of clarity to develop listening and comprehension skills, and discriminating between sounds heard in spoken texts, including the range of vowel and consonant combinations (e.g. ‘qin’ vs. ‘qing’; ‘chi’ vs. ‘qi’), for example, recording their own voice and then listening to the recording, noticing tone changes, and reflecting on how this affects fluency
* listening to or viewing a short audio or video text and exploring the role of emphasis, stress and rhythm in expressing subtle meanings in interactions in Chinese and English
 |
| apply understanding of Hanzi form and function, as well as context and grammatical structures, to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text typeVC2LC10U02 | * comparing formal and informal language, and exploring language choices between spoken and written Chinese (e.g. 和 and 与 ; 怎么 and 如何)
* handwriting simple sentences (e.g. in a letter or email), using the correct characters to respond to questions and adjusting the language to suit the text type
* exploring examples of types of simplifications and ways of associating traditional characters with known simplified forms such as whole simplifications (e.g. 为/為), part substitutions (e.g. 汉/漢) and half simplifications (e.g. 说/說), and playing a card game such as snap or an online game to match the simplified and traditional characters
* performing a role-play such as ‘a lost traveller’ and demonstrating ways to indicate complements of direction (e.g. 上来/下来 ; 进来/进去 ; 回来/回去) and abstract meanings (e.g. 想出来 ; 答不上来 ; 停下来 ; 写上去)
* writing a travel journal entry, letter or blog post, incorporating language that demonstrates ways in which tense is expressed in Chinese, for example, 了 to indicate completion; 完 to indicate the achievement of a desired result; 打算 or 计划 to indicate intention
* understanding elements of Chinese grammar such as word order and sentence construction and analysing Chinese-specific grammatical structures and features, for example, writing a procedural text such as a recipe, incorporating 把 , captions for a series of pictures, and demonstrating passive voice using 被 (e.g. 饼干都被妹妹吃完)
* creating procedural texts such as recipe cards or instruction sheets, making use of conjunctions to demonstrate sequence ... 就 ; 先 ...;（然后)再; inference 既然 …, 就 ; concessions 即使 …, 也 ; condition 无论 …, 都 ; choices 不是 …, 就是 and preference 除了... 以外,... 也 ...
* playing a guessing game such as Guess Who?, exploring ways to express similarities or comparatives (e.g. … 和 … 一样 ; 比 ; 比较 ; 更 ; 最)
* writing a script for a journalist interviewing people on the street about a contemporary event, distinguishing the differences between using the structural particles 的, 得 or 地 in sentences appropriate to the contexts, for example, 你的看法很有意思; 你说得好; 他很认真地在说
* comparing the use of words that rely on the interpretation of context to convey the intended meaning, for example, demonstrating the use of 让 and 给 in different contexts through short role-plays or skits (e.g. 让一下; 让我看看吧; 给我一只支笔; 我给妈妈做早饭), and expressing conditions (e.g. 如果 ... 就); cause and effect (e.g. 为了...); and the condition, quality or result of an action (e.g. 坐得下; 说得对; 做完; 买到)
 |
| reflect on and evaluate Chinese texts, using metalanguage to analyse language structures and featuresVC2LC10U03 | * viewing a range of short texts (e.g. emails, advertisements, poems, speeches), identifying features of text structure (e.g. layout, expression, tone) and rhetorical devices (e.g. metaphor, exaggeration) used to convey a persuasive argument or position, and comparing this with text types and structures in English and/or other languages
* comparing a range of texts (e.g. diary, letter, advertisement), and applying knowledge of the interrelationship between language elements, structure, contexts, purpose and audience to a range of texts, for example, applying understanding of genre to determine the purpose and intended message of a text
* creating the script for an advertisement (e.g. video, radio or printed) for an unusual product, exploring the ways in which language can be manipulated to make ideas more objective, such as the removal of personal pronouns and opinions
* examining the use of 的 as a subject modifier to express ideas that would contain relative clauses in English and/or other languages (e.g. 我昨天买的书不太贵), converting sentences into versions that contain 的 as a relative clause, for example, from 他喜欢红色 to 他喜欢的颜色是红色 , or from 她养很多宠物 to 她养的宠物很多
* describing the orthographic features of new characters encountered, using metalanguage, including the structure, sequence and relationship of the components; explaining connections evident between form, sound and meaning; and playing an online or card game to match the metalanguage with the feature
* viewing different types of texts on similar topics, recognising differences, especially the language used in the discourse of spoken and written texts (e.g. 昨天街上人很多 vs. 昨天街上人山人海), and completing a table to demonstrate examples of these difference
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicatingVC2LC10U04 | * viewing an authentic video clip and reflecting on how the language choices made by the characters are perceived by other Chinese speakers; discussing examples of culturally appropriate communication from the video clip, and how language and gesture are being used to convey the meaning
* analysing and discussing the interconnected nature of the linguistic and cultural diversity of Chinese-speaking communities, and how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples
* reflecting on taboos in language use and how these can have an impact on communication across cultures, for example, writing a short article reflecting on questions such as ‘Is it okay to ask someone’s age in China?’; ‘Why do numbers and colours matter?’; ‘What are we superstitious about in Australia?’; ‘What hand gestures are acceptable with Chinese speakers?’; ‘What can I joke about?’
* making connections between their first language and how it influences communication in additional languages, for example, thinking about questions such as ‘Why do Chinese-speaking people speak English in certain ways?’; ‘What features of my first language influence how I speak Chinese?’; ‘How does this affect the mediation of ideas between languages?’; and then using this information to create a chart or graph representing the different influences on them and their language use
* examining how the adaptation of words reflects and encourages change, for example, examining how gender equality is reflected in the use of 妳 to acknowledge females and 他 to include both men and women
* analysing examples of traditional and contemporary images or texts in print and online, and comparing how representations of identity and gender in the language have changed over time
* using alternative ways of expressing meanings when communicating complex ideas, for example, 我家只有我一个孩子 for 我是独生子/独生女
* exploring diversity within Chinese cultures and becoming more aware of this when interacting, for example, understanding that calling Chinese speakers 中国人 does not reflect the diversity of the many nationalities and identities of Chinese-speaking people
* listening to and/or reading examples of an Acknowledgement of Country in Chinese and creating their own version that names the local Country for a Chinese-speaking audience
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# Curriculum – Second Language Learner Pathway, 7–10 Sequence

## 7–10 Sequence: Levels 7 and 8

### Band description

In Levels 7 and 8, students are beginning their learning of Chinese language, and this will be influenced by their prior experiences of language learning. Students use Chinese to describe their personal worlds and to interact and collaborate with their teachers and peers within and beyond the classroom. Listening, speaking, reading, writing and viewing activities are supported by scaffolding, modelling and feedback.

Students use Pinyin to learn the sounds of new words by associating sounds with Hanzi. They access authentic and purpose-developed spoken, written, viewed and multimodal resources, which may include conversations, audio and video clips, textbooks, advertisements, images, blogs and magazines. They use their knowledge of metalanguage to reflect on similarities and differences in language structures and features between Chinese, English and/or other languages. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students use Chinese to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in Chinese or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience. They use some familiar Hanzi and Pinyin to support their learning.

Students begin to use pronunciation, intonation and rhythm in spoken Chinese to develop fluency. They demonstrate understanding that Chinese has conventions and rules for Hanzi, and for non-verbal, spoken and written communication. They comment on aspects of Chinese and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in Chinese

##### 7–10 Sequence sub-strand: Interacting in Chinese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds VC2LC8CM01 | * conducting a self-introduction with a peer, for example, 大家好, 我叫Tim。我今年十二岁。我上七年级。我家有四口人。
* expressing and justifying preferences when talking about a topic of interest such as hobbies or pets, for example, 我喜欢小狗,小狗很可爱 , and stating their reasons (e.g. 我不太喜欢 ...; 我觉得 ...; 因为 ...)
* making sure that other participants are included in an interaction, for example, 我去过法国，你呢？
 |
| develop language to interact in exchanges, routines and tasks related to their classroom and interestsVC2LC8CM02 | * using Chinese to interact in classroom routines and respond to instructions (e.g. 请举手 ; 把手放下), and playing games in which they take turns as ‘the teacher’, giving each other instructions with actions, for example, 请安静 ; 起立 ; 请坐 ; 写 ; 听 ; 看 ; 请看白板 ; 请给我 ...
* apologising and requesting or asking permission from their peers and the teacher (e.g. 我可以上厕所吗？; 谢谢。不客气。; 对不起。没关系。)
* exchanging greetings with their peers and others, choosing suitable greetings to match age or position (e.g. 您好/老师好) or time of day (e.g. 你早/晚安), and using appropriate tone and intonation
* asking questions, for example, using modelled language, interacting with a real or imagined new student, 你好！我叫...。你叫什么名字？; 我是澳大利亚人，你呢？
* engaging in a class discussion by responding to questions such as 你喜欢运动吗？, and using modelled language to express agreement and disagreement with others’ opinions, for example, 对，我也很喜欢运动。
* responding to correspondence (e.g. emails, text messages, postcards) by answering questions and clarifying meaning (e.g. 你说你想来澳大利亚，是吗？), and seeking further information (e.g. 你想一月份来吗？)
 |
| engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment VC2LC8CM03 | * using online collaborative learning tools to create a rap about greetings and performing it in groups (e.g. 你好吗? 我很好。你呢? 我也很好。大家好。), and using Pinyin to support the reading of characters, if required
* working with their peers to produce a bilingual publicity flyer for an upcoming event, for example, 汉语角 to promote Chinese learning among school community members, or 垃圾回收 to introduce a new or improved recycling program at school
* planning a class sports day, discussing who prefers which sport and creating a program accordingly
* deciding on a social activity with peers, for example, going out on the weekend or a weeknight
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##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audienceVC2LC8CM04 | * reading online blogs and posting comments using supporting images in their own writing, for example, using emoticons such as >\_< to enhance meaning in digital communication
* representing gathered information by restating key phrases and explaining reasons for actions and feelings, for example, 她很高兴,因为 …
* noticing how local names of streets, places and landmarks can have their origins in the language(s) of Aboriginal and Torres Strait Islander Peoples, investigating the meanings of these place names, for example, ‘Echuca’ is a Yorta Yorta word that is said to mean ‘meeting of the waters’, and then identifying some Chinese place names (e.g. 四川) and their meanings
* summarising the findings of a class survey for an in-person presentation, or in digital or visual format, such as a poster or wall chart, for example, interviewing people about their experiences and presenting this information to the class, quoting the source of information (e.g. 他每天走路上学 ; 老师说 …)
* obtaining the gist or specific information in spoken texts by focusing on familiar, predictable items in a flow of words, as well as features of voice, gesture and word choice, for example, recognising the emotion and degree of enthusiasm or dislike expressed (e.g. 我一点儿也不喜欢 … vs. 我不喜欢 …)
* researching a famous Chinese-speaking person or historical event, and presenting the information in a profile or timeline
* reading or viewing familiar text types (e.g. shopping brochures, billboard advertisements) and, for example, understanding particular phrases such as 八折 and working out the final price with the support of online dictionaries and wordlists
* discussing the ways words can be misinterpreted, for example, the naming of the Barwon River in English (Wadawurrung word Parwan for ‘magpie’), or the Yarra River (Wurundjeri term Yarro Yarro, meaning ‘it flows’), and identifying commonly misunderstood terms and phrases in Chinese that can cause miscommunication
* viewing images or audiovisual texts, such as a Chinese-language cooking program, and answering questions from members of the class about some famous Chinese dishes, for example, 古老肉 ; 狮子头 ; 柠檬鸡片 ; 小笼包 ; 盐酥鸡
* locating and identifying key information in written texts and images (e.g. advertisements, catalogues, menus, packaging) to locate elements such as product, number, price, target audience and suitability for recycling, for example, 回收纸 ; 回收塑料
 |
| develop and apply strategies to interpret and respond to Chinese texts, and to convey meaning and intercultural understanding in Chinese in familiar contextsVC2LC8CM05 | * using keywords such as 是 and 的 to help translate English texts into Chinese
* comparing public information texts in Chinese, such as signs in shops, forecasts and announcements, to English equivalents and explaining their possible meaning and purpose, for example, explaining that the sign 休息中 (literally ‘resting’) in an unlit shop window means ‘closed’, and identifying and translating specific information and keywords (e.g. 点 , 度 , 米 , 公里 , 元/块)
* interpreting key ideas from Chinese to English and explaining the contexts and use of fixed phrases, for example, discussing what Chinese-speaking parents might say to their child when dropping them off at school, such as the Chinese version of ‘Have a good day’ (听老师的话，不要调皮), or determining the English version of 加油 and considering why people say 加油 at a sports event
* explaining key cultural concepts and practices to English speakers through translation, for example, ‘Do we translate 春节 as “Spring Festival” or “Lunar New Year”?’; ‘Why is 端午节 called “dragon boat festival” in English?’; ‘Does this translation capture the essence of this celebration?’; ‘What is lost in translation?’; ‘What are similar examples in English?’
* using polite phrases within appropriate contexts and discussing whether their meaning is the same across contexts, for example, comparing the meaning of 对不起，让一让 with 对不起，我错了
* identifying Chinese symbols in print and digital texts such as the longevity symbol, and developing ways to include the associated cultural values when expressing the meaning of these symbols in English
* preparing bilingual presentations of data collected from various sources, including texts in English about familiar people, places and events (e.g. 澳大利亚的总理 ; 澳洲旅游景点 ; 我是澳大利亚人), and reflecting on the translation process
 |

##### 7–10 Sequence sub-strand: Creating text in Chinese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create spoken and written texts using appropriate vocabulary, expressions, grammatical structures and some textual conventions, and using familiar Hanzi and/or PinyinVC2LC8CM06 | * producing short performances, for example, using both Hanzi and Pinyin for support, writing and performing a skit about celebrating festivals or making a video about food (e.g. 这个东西太好吃了！是什么？)
* writing a short dialogue about an emotion and performing it in groups, for example, 汉堡包太好吃了！
* using multimodal texts such as stories and video blogs to create alternative versions of stories or action songs, incorporating voice, rhythm and gestures to animate characters, or using support materials such as drawings or story maps to create visual contexts, for example, changing the animals in 两只老虎 to 三只老鼠
* creating a menu for a class restaurant using images and Hanzi, and using it to take part in a restaurant role-play
* composing a self-introduction speech for a ‘Who are we?’ video compilation of all members of the class
* writing a short story as a picture book with speech bubbles or as basic text to read to other students
* producing an informative text introducing an aspect of their immediate environment or personal worlds, for example, creating a tour of their school, a guide to their favourite place, an explanation of Aboriginal and Torres Strait Islander place names or a history of their town
 |

#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| recognise and apply the sounds and conventions of spoken Chinese to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contexts, using Pinyin for supportVC2LC8UL01 | * exploring the key features of Chinese phonology, examining the range of sounds and recognising how spoken syllables and tones are represented in Pinyin by spelling words in Pinyin, or reading aloud words and sentences in Pinyin with attention to pronunciation, tone and phrasing
* differentiating between sounds and tones when listening to or producing spoken Chinese, for example, distinguishing between 我买东西 and 我卖东西 , or 床 and 穿
* recognising and discriminating between homophones in Chinese (e.g. 是 and 室), relying on contexts to assist understanding, and differentiating syllables with different tones (e.g. 是 and 十)
* performing Chinese songs and experimenting with rhythm, voice, emotion and gesture, to convey the intended sentiment, and exploring the meaning and message
* listening to Chinese words showing the tones on a computer, recording the same words with the same tonal sounds, and playing back the recording to check their pronunciation
 |
| identify and use Hanzi and/or Pinyin, and apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type VC2LC8UL02 | * exploring conventions and phrases appropriate to different text types, and applying these features in their own writing, for example, including the date at the bottom-right corner of a letter, or describing the weather at the top of a diary entry
* responding to different types of questions, for example, responding to questions containing 几 , 什么 , 为什么 and 吗 in different contexts
* applying their knowledge of Hanzi to learn to read and write new Hanzi, and developing strategies for learning, for example, making connections between Hanzi with a common component (e.g. 你 ; 他 ; 们)
* learning the origins and features of components encountered in Hanzi, and analysing the formation of characters, including recognising the frequency and positioning of common components (e.g. 人 , 女 , 日 , 月) and their function or relationship to a compound character, such as the radical 亻 in 他 , 认 and 从
* identifying the placement of time and place phrases, the use of conjunctions (e.g. 和) to add information, the use of 还是 and 或者 to offer or indicate choices, and the role of measure words such as 个 and 只 ; and recognising markers of time such as 第二天 in a sequence of events to monitor information flow and assist reading for overall meaning
* analysing the variety of verb types found in Chinese, for example, adjectival verbs (e.g. 高 , 大), modal verbs (e.g. 会 , 可以), and the placement and use of adverbs such as 都 to indicate inclusion and 就 to indicate sequence
* identifying the relationships between the meaning of individual Hanzi in words, exploring how these frequently used Hanzi apply in a wider range of word contexts, and identifying contextual meanings of key Hanzi in diverse contexts, for example, 今天 vs. 天空 ; 星期日 vs. 日本 ; 你好 vs. 好玩
* learning the number, nature and sequence of strokes in Hanzi; exploring the range of stroke types; and learning to write with a focus on stroke direction and order, and on balance and proportion within the square
* exploring the features and conventions of Chinese texts, including the lack of word spacing or use of punctuation, comparing texts in traditional characters with texts in simplified characters (e.g. 門/门), and variability in text direction in Chinese and other scripts, such as Arabic, Japanese and Hindi
* explaining the use of common suffixes (e.g. 子 , 里 , 面) and key morphemes (e.g. 电 , 家 , 物 , 机)
 |
| compare the structures and features of Chinese with English and/or other languages using some metalanguageVC2LC8UL03 | * explaining the concept of ‘tense’ across languages, for example, asking, ‘What tense is used in English and/or other languages to share ideas about a future activity?’; ‘Can you exemplify how the future tense is expressed in English and/or other languages and in Chinese?’ in sentences such as 我明天去北京 and 下个星期去上海
* applying processes of discourse development by joining, contrasting and sequencing using 也 , 和 , 但是 and 就 , and exploring the use of cohesive devices and ways of extending, sequencing and elaborating ideas, for example, through the use of connectives, conjunctions and subject pronouns, and comparing these with cohesive devices in English and/or other languages
* describing the major features of familiar text types in Chinese (e.g. narratives), and experimenting with analysing Chinese texts, for example, recognising the ‘problem’ and the ‘resolution’ in a narrative
* comparing textual features and language used in different types of written communication within and across languages, for example, comparing the formatting of a letter and an email in English and/or other languages and then in Chinese, and identifying the differences for each text type in each language
* experimenting with features of text presentation in Chinese, for example, text direction, word spacing, punctuation and overall paragraph format when using squared paper
* comparing writing across languages, recognising differences in stroke sequences and word formation (letter strings versus character squares), word spacing, punctuation and text direction
 |

##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LC8UL04 | * identifying the Aboriginal or Torres Strait Islander Country or Place on which they live and incorporating this into their self-introduction in Chinese
* discussing how different roles and relationships are reflected in or influenced by word choices, for example, whether/when it is appropriate to ask someone’s age, when to say 你几岁？ or 你多大了？, or when to use 你属什么？
* identifying aspects taken for granted in communication such as a shared understanding of gesture, body movement and word meanings, and comparing the ways in which people interact across cultures, for example, asking, ‘How do Chinese-speaking people use gesture?’; ‘Which non-verbal cues are shared with English speakers?’; ‘Do they mean the same thing in both cultures?’; ‘How does not understanding these differences influence how we perceive each other?’
* discussing how identity and cultural values are reflected in language use (e.g. in relation to celebrations) and how they influence interactions, for example, asking, ‘In the colloquial phrase 合家团圆 , what is 团圆 ?’; ‘Why do we wish people 团圆 ?’; ‘Does this have the same meaning in Australian culture(s)?’; ‘What is the relationship between language use and values in this phrase?’
* creating a ‘language portrait’ of themselves through the use of a whole-body silhouette, where students represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline
* considering the different ways of addressing people in authority (e.g. 李老师 ; 王校长) and discussing how the organisation of information reflects concepts of hierarchy and authority, such as the placement of the date in personal correspondence and how the address is organised on a letter (小区名 ; 楼号 ; 楼), for example, 龙江小区蓝天园15栋2单元504室
* viewing interactions in Chinese between their peers or in texts (e.g. a segment of a movie), interpreting the meaning of the dialogue, and comparing culturally determined manners or behaviour
* noticing that in Chinese, the third-person pronouns for people, 他 (he) and 她 (she), are all pronounced identically, so it is possible for spoken communication to be gender inclusive, as the difference occurs only in their written forms; and exploring examples of traditional and contemporary images or texts in print and online, and discussing how identity and gender are represented
* comparing their own experiences to the lives of young people in different Chinese-speaking countries, for example, 我觉得7:30上学太早 ; 我不坐地铁上学 ; 我坐公共汽车上学
* reading jokes or cartoons in Chinese and discussing how humour is conveyed through words and the presentation of ideas, comparing this to humour in English, and discussing whether ‘entertainment’ means the same thing in different languages and cultures
 |

## 7–10 Sequence: Levels 9 and 10

### Band description

In Levels 9 and 10, Chinese language learning builds on each student’s prior learning and experiences. Students use Chinese to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read, write and view to communicate with other speakers of Chinese in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from their peers and teachers.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written, viewed and multimodal texts, which may include textbooks, audio and video clips, magazines and images, online and print articles, and social media. They acknowledge that there are diverse influences on communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Level 10, students initiate and sustain Chinese to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in Chinese or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written Chinese to create texts. They use Hanzi and/or Pinyin appropriate to context.

Students apply features and conventions of spoken Chinese and discern differences in patterns of sound and tone to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They apply their understanding of the form and function of familiar Hanzi in different contexts. They discuss the structures and features of Chinese texts using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Chinese, to discuss how this influences their ideas and ways of communicating.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in Chinese

##### 7–10 Sequence sub-strand: Interacting in Chinese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worldsVC2LC10CM01 | * introducing themselves or their peers, their friends and familiar adults in conversation or online (e.g. 这位是王校长 ; 这是小王 ; 这是王一飞) and responding to such introductions (e.g. 你好，小王。我是 ...)
* stating their opinions on their family life, familiar people, experiences and significant personal events (e.g. 我最喜欢圣诞节), and indicating their preferences with reasons, for example, 我想去看《木兰》，因为听说这部电影很好看
* encouraging the involvement of others in interactions and experimenting with modality to empower themselves and others (e.g. 你可以 vs. 你一定要 ; 我可能 vs. 我会)
* expressing an apology, appreciation or gratitude in diverse ways, and comparing practices across contexts, for example, considering which term to use in various situations, depending on the relationship between participants (e.g. 谢谢 ; 辛苦你了 ; 麻烦你了 ; 真对不起 ; 非常感谢)
* sharing opinions on language used in contemporary media for young people, such as music videos and television series, for example, 我很喜欢学这首歌。它的歌词很美。
 |
| use Chinese language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss VC2LC10CM02 | * discussing topics of interest (e.g. music, television programs, sports) and asking questions to seek information and opinions, request repetition, and clarify meaning, for example, 你说你的生日是明天，是吗？
* sharing their opinions about their school or family life (e.g. 我的学校 ; 我的老师 ; 我的好朋友 ; 我的一家人), and linking ideas to explain and support a particular position or view, for example, 我的姐姐不但喜欢音乐，而且也很喜欢体育 ; 我除了踢足球以外，还打板球 ; 我觉得运动很有意思
* corresponding with others via social networking sites, exchanging personal information and requesting information, for example, 你是哪国人？; 你喜欢学习汉语吗？
* discussing school life or hobbies, and asking questions to seek ideas and enhance mutual understanding, for example, 我不喜欢听音乐，我喜欢看书。你呢？
 |
| use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peersVC2LC10CM03 | * organising a class or school celebration such as celebrating the Spring Festival (e.g. 拜年) and Mid-Autumn Festival (e.g. 吃月饼), sharing suggestions and delegating roles
* collaborating to develop an imaginative promotional video to post on a website to sell an innovative product or service, for example, a new sustainably designed house or car
* initiating activities among their peers such as 汉语角 to promote Chinese learning in school, and arranging a time and location for this activity, for example, 我们可以星期二练习说汉语。我们可以在教室，或者在电脑室。
* planning group events (e.g. a real or online event, trip or excursion to a Chinese-speaking community), and persuading others to get involved and contribute in different ways, for example, 你不是很喜欢吃中国菜吗？; 我们一起去中国城吧？
 |

##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audienceVC2LC10CM04 | * viewing images and/or reading tourist brochures and websites that detail lifestyles in diverse locations in Chinese-speaking communities; identifying features of local lifestyles that reflect modernity or tradition; evaluating the information for relevance, appropriateness and significance; and then creating their own tourist brochure in Chinese to highlight some cultural and geographical features of one or more of these locations
* documenting specific details of events, customs and lifestyles obtained from diverse sources (e.g. video clips, face-to-face interviews, photographs), summarising the information to form a balanced view to share with others, and presenting this information in a speech to their peers
* listening to and viewing texts (e.g. celebrity interviews, news reports, documentaries on tourist hotspots) and obtaining the gist by focusing on familiar, anticipated items in a flow of words such as the names of people and places, the time and date, and attitudes and opinions
* listening to or reading an article or interview of a well-known Aboriginal or Torres Strait Islander person, discussing their opinions and ideas in Chinese, and creating and presenting their personal profile to the class
* comparing how the theme of love is represented across different imaginative texts in both Chinese and English, discussing personal responses (e.g. 我觉得这个故事很像 …; 我不喜欢 ..., 因为他 ...; 如果他像 ... 一样，那么 …), and writing a short text-message conversation with a peer to convey their views
* identifying how media convey a sense of ‘right’ and purpose in the lives of young people, expressing their own opinions (e.g. 我觉得他是好人，因为他帮助老人) and reactions to the situations and contexts represented (e.g. 如果我是她 ; 我觉得他最好...), and writing these ideas as a journal entry
* viewing images and reading about topics such as healthy eating in Chinese, and creating matching promotional material (e.g. 每天吃五份蔬菜，两份水果)
* listening to or watching media of adults talking about their experiences (e.g. 他小时候每天都骑自行车), presenting this information to the class, and quoting the source of information (e.g. 有人说 …; 她告诉我 …)
 |
| apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsVC2LC10CM05 | * analysing Chinese texts alongside their English translations to identify the challenges of translating culture and then developing strategies to overcome these challenges by asking, ‘What is lost in translation?’; ‘Why can’t we just translate word for word?’; ‘Why do contexts matter?’; for example, examining why ‘How’s it going?’ is difficult to translate into Chinese
* comparing word choices for public signs across languages and discussing the ways in which language is used to convey rules, expectations and permission, for example, comparing 闲人免进 to ‘Staff Only’, and writing some signs for the classroom or school grounds in Chinese
* translating the intended meaning of an interaction by avoiding literal (word-for-word) translations, for example, mediating a response to a compliment such as 你的衣服真漂亮 with 哪里哪里 , recognising that meaning may be implied rather than stated explicitly (e.g. the use of 吧 to indirectly reject or refuse others in 我能来看看你吗？ ... 不太好吧？) and incorporating some examples in a short skit or role-play to demonstrate their meaning.
* exploring ways to interpret and explain key concepts and cultural practices identified in Chinese interactions such as 面子, experimenting with how to give 面子 in interactions with others, for example, creating a short comic strip with a conversation in Chinese in speech bubbles, demonstrating a situation where someone might give another 面子
* exploring the contexts and implications of terms used to identify others, for example, 华侨 ; 华裔 ; 大陆人 ; 华人 ; 中国人 ; 少数民族
* explaining the meaning of scripts and lyrics, and recognising how feelings or emotions are expressed in subtle ways, using stylistic devices or symbolism, for example, explaining 月亮代表我的心 and then writing a poem or song about the moon
* identifying and responding to the intended and unintended meanings conveyed in interactions, for example, noticing contradictions between what is being said and the posture, movement, gesture and expression of participants, and asking, ‘How do I interpret the real meaning?’; ‘Are the speakers just being polite or are their words genuine?’
* considering the uses of different measure words (e.g. 小勺 and 茶匙 ; 斤 and 克) when comparing several Chinese translations of the same recipe, and writing the ingredients for a favourite Chinese recipe, incorporating measure words appropriately
* translating information about aspects of life in Australia to Chinese-speaking readers overseas, considering the audience’s cultural experiences to determine what concepts they would find difficult to understand, exploring ways to elaborate on ideas to ensure clarity of meaning, conveying nuances of word formation and contexts such as 澳白咖啡 (flat white), and incorporating these ideas in a blog post in Chinese
* exploring the ways in which English words and phrases are incorporated into everyday communication in Chinese in digital media, for example, finding English expressions of emotion used in chat forums and texts messaging (e.g. 去 happy 吧), and Pinyin abbreviations replacing characters (LP = 老婆), and writing a short text-message conversation with a peer in Chinese to demonstrate these ideas
 |

##### 7–10 Sequence sub-strand: Creating text in Chinese

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences, and use appropriate HanziVC2LC10CM06 | * creating short performances (e.g. a skit about celebrating the Spring Festival; a simple song about school life; a rap about being a student of Chinese) and incorporating idioms (e.g. 年年有余 ; 人山人海)
* portraying a scene from a familiar narrative (e.g. a skit or short play recounting an event from a well-known novel) and considering how the main characters represent their experiences and express their emotions through their interactions
* writing a journal entry or a contribution for a school newsletter in Chinese, reflecting on a visit to an Aboriginal or Torres Strait Islander Country or Place and, with permission, referring to cultural knowledge of the site’s significance
* producing multimodal presentations to deliver information about aspects of leisure activities, education or community life (e.g. 澳大利亚的运动), and expressing opinions and perspectives, using data and examples to support ideas, for example, 我觉得这部电影很没意思，因为 ...; 而且 ...，所以 ...
* creating a role-play, exploring how alternative words can be used to 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。
* composing a creative account of an imagined experience with Chinese-speaking visitors to the local community, for example, hosting a student from Hong Kong or taking a tour group to a local event, describing scenes, feelings and emotions, for example, 我真高兴！; 太棒了！
* creating a Chinese voice-over for a scene from an English-language sitcom, experimenting with ways in which language, image, behaviour and humour are used to enhance meaning and entertainment
* devising a set of posters or signs in Chinese to remind people of school expectations, for example, 爱护花草 ; 请安静 ; 可回收物 ; 不可回收物 ; 关闭手机
* creating a print or digital advertisement or travel brochure in Chinese for travel to an Aboriginal or Torres Strait Islander Country or Place, including what to see and do, traditional and/or cultural considerations, means of travel, best time of year to visit, what to bring and what to wear
* writing information about life in diverse environments, expressing ideas in detail to enhance meaning and engage readers, for example, 今天太冷了，只有零下五度，还下雪，我只能在家呆着。
 |

#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| discern differences in patterns of sound and tone, and apply features and conventions of spoken Chinese to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contextsVC2LC10UL01 | * interacting with people of different ages and positions, varying their language and level of formality according to relative status, for example, using suitable ways to accept or decline requests (e.g. 你能不能帮我一点忙？; 不好意思，我没有空; 您找谁？; 你爸爸在家吗？)
* identifying and reflecting on choices made in interactions in Chinese with people from different generations, for example, identifying changes in greetings (e.g. 吃饭了没有/拜拜/嗨) and forms of address (e.g. 同志/小姐/师傅) over time, and including appropriate forms of address, greeting or other language within role-plays or conversations
* choosing greetings and other phrases to express an appropriate level of formality, for example, wait staff might say 欢迎光临 , whereas a friend might say 吃饭了吗？
* understanding differences in patterns of sound and tone in extended Chinese speech when listening to speakers of different ages, genders and regional backgrounds, for example, listening to interactions between unfamiliar voices at different speeds or levels of clarity to develop auditory and comprehension skills, and paraphrasing to confirm meanings (e.g. 您刚才的意思是 ... 吗？)
* comparing examples of regional variation in pronunciation, for example, comparing the Beijing use of 儿 and the southern pronunciation of ‘shi’ and ‘si’, noticing and describing differences in accent and tone when listening to Chinese speakers from diverse regions, and exploring differences in word choices of speakers from different regions (e.g. 姥姥 and 姥爷 vs. 外公 and 外婆)
* experimenting with tone changes and reflecting on their impact on fluency when speaking, for example, considering, ‘Do my words sound less forced and more natural?’
* examining the diverse meanings of words that share similar sounds, for example, the many meanings of the sound ‘shi’ and how to differentiate between 同音词 and 近音词 in different contexts (e.g. 同意 vs. 统一), creating a short dialogue to demonstrate the different meanings of words of the same or similar pronunciation
* listening to interactions between unfamiliar voices at different speeds or levels of clarity to develop auditory and comprehension skills, and discriminating between sounds heard in spoken texts, including the range of vowel and consonant combinations (e.g. ‘qin’ vs. ‘qing’; ‘chi’ vs. ‘qi’)
* exploring the role of emphasis, stress and rhythm in expressing subtle meanings in interactions in Chinese and English
 |
| apply understanding of Hanzi form and function, context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text typeVC2LC10UL02 | * developing ideas using nuanced structures, for example, using different ways to negate depending on degree of formality or emphasis (e.g. 我不是 ...; 我哪儿有...？; 我没有办法 ...; 我不能 ...; 不行 ; 别 ; 不准)
* comparing prepositions (e.g. 跟, 对, 给) and discussing the importance of context when determining their meanings in a text
* exploring formal and informal language and comparing language choices between spoken and written Chinese when creating different texts, such as a dialogue to present informal language choices and an article for the school newspaper to present formal language choices (e.g. 和 and 与 ; 怎么 and 如何)
* describing the orthographic features of new Hanzi encountered, including the structure, sequence and relationship of components
* examining the use of diverse Hanzi morphemes to express similar ideas, for example, identifying multiple Hanzi for food (e.g. 饭 , 菜 , 食 , 餐), and organising and classifying words containing these characters to understand their contexts of use
* 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, noticing traditional characters encountered in their local Chinese communities, and noting their simplified character version
* exploring the uses of diverse time expressions and ways to sequence events in time, for example, 先 ... 然后 ...; 一 ... 就 ...; ...了... 就 ...; 才 ; 第一 …; 然后 …
* creating a short report about a chosen topic, such as healthy eating, applying ways of sequencing and connecting ideas through the use of conjunctions and cohesive devices, for example, 不但 ... 而且 ...; 虽然 ... 但是 ; 因为 ... 所以 ...; 开始 ...; 后来 ...
* comparing the 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 negative past; 正在 to indicate an action in progress
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| reflect on and evaluate Chinese texts, using metalanguage to discuss language structures and features VC2LC10UL03 | * comparing features of narrative, informative and procedural texts to identify ways in which information is structured and sequenced for particular purposes, and identifying similarities and differences between these text types in Chinese and English and/or other languages
* analysing and explaining the organisation and development of ideas or an argument in a range of genres, including textual features such as paragraphing
* applying an understanding of genre to determine the purpose and intended message of a text, for example, the use of markers such as 第一步 and 第二步 in a recipe for fried rice; or comparing recipes in Chinese with recipes in English and/or other languages, and noticing similarities and differences in word choices and textual features
* recognising the purposes of texts and analysing the features of formatting and language used (e.g. in a diary, letter or advertisement), comparing these features with those used in English and/or other languages
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##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
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| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicatingVC2LC10UL04 | * examining how the adaptation of words reflects and encourages change, for example, examining how gender equality is reflected in the use of 妳 to acknowledge females and 他 to include both men and women
* reflecting on their own language choices in interactions with other Chinese speakers and how these may have been perceived, for example, considering, ‘Was my communication culturally appropriate?’; ‘Did I adjust my language and body language to help convey my meaning more effectively?’
* analysing and discussing the interconnected nature of the linguistic and cultural diversity of Chinese-speaking communities, and how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples
* reflecting on the values of one culture when communicating in another, for example, thinking about differences in the use and frequency of ‘thank you’ and 谢谢
* analysing examples of traditional and contemporary images or texts in print and online, and comparing how representations of identity and gender in the language have changed over time
* listening to and/or reading examples of an Acknowledgement of Country in Chinese and creating their own version that names the local Country for a Chinese-speaking audience
* analysing the impact of contexts and relationships between participants on language use, for example, discussing how concepts such as face (面子) and connections (关系) are reflected in interactions between Chinese speakers
* identifying how different opinions and perspectives are expressed and reflecting on how this may be perceived by others, for example, comparing representations of foreigners in 外国人有一些不同的习俗 vs. 老外都很奇怪
* examining how globalisation is having an impact on Chinese values and language use, for example, how responses to praise are shifting to reflect a Western concept of gratitude with 谢谢 , rather than the modesty of the past 哪里哪里
* reading texts consisting of 名人名言 , for example, 孔子说 ..., and discussing the cultural meaning of the quotation and how it is relevant to contemporary language use, including why it is still quoted widely in modern writing, for example, 三人行必有吾师
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