

LANGUAGES

CONSULTATION CURRICULUM

Chinese – All elements F–10 and 7–10

Copyright statement

The copyright material published in this work is subject to the *Copyright Act 1968* (Cth) and is owned by ACARA or, where indicated, by a party other than ACARA.

This material is consultation material only and has not been endorsed by Australia's nine education ministers.

You may view, download, display, print, reproduce (such as by making photocopies) and distribute these materials in unaltered form only for your personal, non-commercial educational purposes or for the non-commercial educational purposes of your organisation, provided that you make others aware it can only be used for these purposes and attribute ACARA as the source. For attribution details refer to clause 5 in (<https://www.australiancurriculum.edu.au/copyright-and-terms-of-use/>).

ACARA does not endorse any product that uses the Australian Curriculum Review consultation material or make any representations as to the quality of such products. Any product that uses this material should not be taken to be affiliated with ACARA or have the sponsorship or approval of ACARA.

TABLE OF CONTENTS

F–10 AUSTRALIAN CURRICULUM: LANGUAGES	1
ABOUT THE LEARNING AREA	1
Introduction	1
Rationale.....	1
Aims.....	2
Organisation of the learning area	3
Key connections.....	9
Key considerations.....	12
ABOUT CHINESE	14
Introduction	14
Rationale.....	14
Organisation of Chinese.....	14
CURRICULUM ELEMENTS	16
Foundation.....	16
Years 1 and 2	19
Years 3 and 4	26
Years 5 and 6	35
Years 7 and 8 (F–10)	44
Years 9 and 10 (F–10)	53
Years 7 and 8 (Year 7 entry)	64
Years 9 and 10 (Year 7 entry)	74

F–10 AUSTRALIAN CURRICULUM: LANGUAGES

ABOUT THE LEARNING AREA

Introduction

The Australian Curriculum: Languages has been developed to give all students the opportunity to engage in learning a language in addition to English. The design of the Australian Curriculum: Languages recognises features that all languages share as well as the distinctiveness of each language.

The Australian Curriculum: Languages includes language-specific curricula for world languages and a *Framework for Aboriginal Languages and Torres Strait Islander Languages*.

Learners of languages in Australia comprise three major groups:

- second language learners – Second language learners are introduced to learning the target language at school as an additional, new language. The first language used before they start school and/or the language they use at home is not the language being learnt.
- background language learners – Background language learners may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of and proficiency in the language being learnt. These learners have a base for literacy development in the language.
- first language learners – First language learners are users of the language being learnt who have completed schooling in the target language to at least Year 6. They experienced primary socialisation and initial literacy development in that language and use the target language at home. For Aboriginal languages and Torres Strait Islander languages, first language learners are learners whose primary socialisation is in the language being learnt and who may or may not have yet developed initial literacy.

Rationale

Communication is a human imperative. Irrespective of which language, communication 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 reflect on their experience in various aspects of social life, including their participation and ways of being in the world.

Learning a language(s) 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. Despite its status as a world language, a capability in English only can limit global opportunities. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning language(s) develops:

- communication skills
- literacy skills
- intercultural capability
- understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- critical and creative thinking.

Learning a language provides opportunities for the community to engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievement to develop a sense of identity, and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. Ongoing and necessary reclamation and revitalisation of these languages contribute to reconciliation.

Aims

The three interrelated aims of the Australian Curriculum: Languages are to develop knowledge, understanding and skills to ensure students:

- develop linguistic competence
- understand language and culture, and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

Organisation of the learning area

Content structure

The Australian Curriculum: Languages is presented in two sequences that offer different entry points into language learning; from Foundation to Year 10 or Year 7 to Year 10.

The Foundation to Year 10 sequence is presented in bands of two-year levels after the Foundation year.

The Years 7 to 10 sequence is presented in bands of two-year levels; Years 7 and 8, and Years 9 and 10.

Band level descriptions

Band level descriptions provide an overview of the learning that students should experience at each band level.

Achievement standards

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each band.

Content descriptions

Content descriptions specify the essential knowledge, understanding and skills that students are expected to learn, and teachers are expected to teach, in each band. The content descriptions are organised into strands and sub-strands.

Content elaborations

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They offer optional material; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a diverse range of examples.

Strands and sub-strands

Content in the Australian Curriculum: Languages is organised under two interrelated strands:

- Communicating meaning in the language – using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding language and culture – analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Under each strand, curriculum content is further organised into sub-strands. Table 1 shows the relationship between strands and sub-strands.

Communicating meaning in the language

- Interacting in the language – interacting orally, gesturally and in writing to exchange ideas, opinions, experiences, thoughts and feelings in the language; participating in planning, negotiating, deciding and taking action
- Mediating meaning in and between languages – obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts; moving between languages and cultures orally and in writing, recognising different interpretations
- Creating text in the language – creating a range of spoken, written and multimodal texts for different contexts, purposes and audiences.

Understanding language and culture

- Understanding systems of language – understanding the linguistic features of the language including sound, writing, grammatical and textual conventions
- Understanding the interrelationship of language and culture – analysing and reflecting on the role of language and culture in the shaping meaning and identity.

Table 1: Relationship between strands and sub-strands

Strands	Communicating meaning in language			Understanding language and culture	
Sub-strands	Interacting in language	Mediating meaning in and between languages	Creating text in language	Understanding systems of language	Understanding the interrelationship of language and culture

Core concepts

Core concepts are the big ideas, understandings, skills or processes that are central to the Australian Curriculum: Languages. They give clarity and direction about what content matters most in the learning area. Core concepts help identify the essential content students should learn, to develop a deep and increasingly sophisticated understanding of the language, across the years of schooling. They ensure content is connected within and across the strands, build in sophistication across advancing band levels.

The core concepts in the Australian Curriculum: Languages are:

- language to interact with others
- language to create and make meaning
- language as a system
- language as culture and identity.

The core concepts reflect the important aspects of language learning that involve the skills of communication, analysis of language and culture, and an understanding of their interrelationship. The core concepts are integral to the strands and sub-strands as each of the core concepts underpins the strands and sub-strands to varying degrees. Figure 1 and Table 2 below demonstrate these interrelationships.

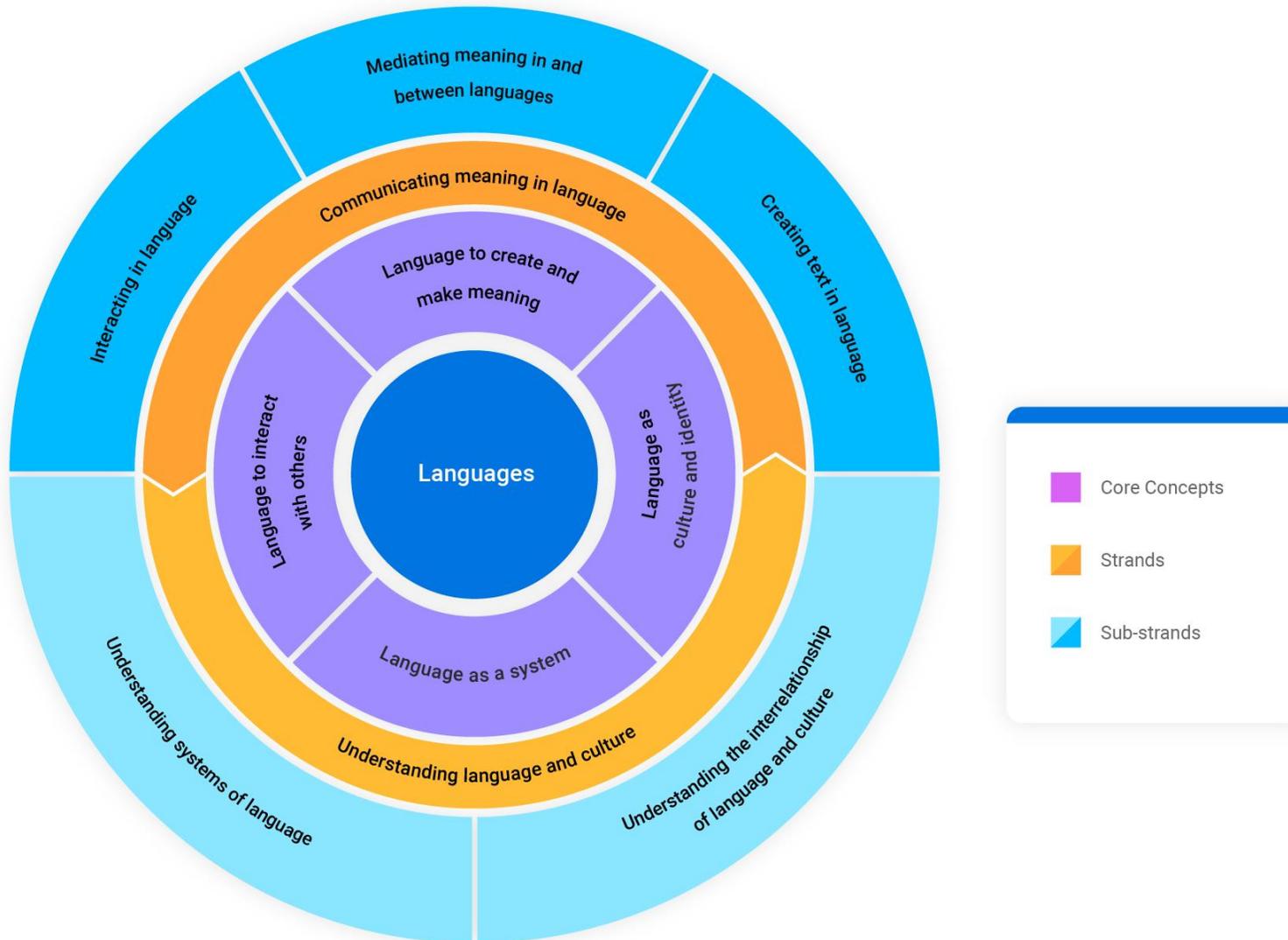


Figure 1: Relationship between concepts, strands and sub-strands

Australian Curriculum: Languages: Chinese – All elements F–10 and 7–10
Consultation curriculum

Table 2: Relationship between concepts, strands and sub-strands

Strands	Communicating meaning in language			Understanding language and culture	
Sub-strands	Interacting in language	Mediating meaning in and between languages	Creating text in language	Understanding systems of language	Understanding the interrelationship of language and culture
Defining statements					
Language to interact with others	Interacting orally, gesturally and in writing to exchange ideas, opinions, experiences, thoughts and feelings in [Languages]	Interpreting verbal and non-verbal cues to enhance communication of meaning	Creating oral, written and visual text in [Language] appropriate to context, purpose and audience	Manipulating language appropriate to interaction	Making informed choices about cultural suitability of language of interaction
Language to create and make meaning	Interpreting, adjusting and using verbal and non-verbal cues to enhance communication of meaning in [Languages]	Obtaining and processing information in a range of oral, written and visual texts in [Language] Negotiating and conveying meaning to communicate information, ideas and opinions, appropriate to context, purpose and audience	Creating oral, written and visual text in [Language] appropriate to context, purpose and audience Composing informative, descriptive, imaginative, evaluative, reflective, persuasive texts in [Language] Analysing language use in different	Understanding, interpreting, manipulating and applying the linguistic features of [Language] to create and make meaning	Interpreting and mediating meaning across linguistic and cultural contexts

			contexts and for different purposes		
Language as a system	Applying the rules, systems and patterns to facilitate interaction in [Language]	Interpreting and negotiating linguistic and cultural differences, variations and perceptions in oral, written and visual texts that are in [Language]	Using appropriate linguistic structures, patterns, register and style, considering context, purpose and audience, when creating texts in [Language]	Understanding, manipulating and applying the linguistic features of language, such as sound, vocabulary, grammatical structures and spelling, writing and textual conventions Developing awareness of metalanguage	Interpreting and mediating meaning across linguistic and cultural contexts
Language as identity and culture	Understanding and using culturally appropriate cues to facilitate reciprocal understanding and communication	Applying cultural understanding to negotiate differences in meaning	Reflecting on what is culturally appropriate when constructing meaning in texts	Interpreting and reflecting on language use according to cultural context Understanding the role of culture and identity in linguistic functions and structures	Reflecting on the role of language and culture in shaping meaning and identity Understanding that language reflects other perspectives, expectations and behaviours Appreciating similarities and differences in cultural values, beliefs, attitudes and assumptions

Key connections

General capabilities

In the Australian Curriculum, general capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. They add depth and richness to student learning.

General capabilities are developed through learning area content. They are not separate learning areas, subjects or isolated skills, and are identified in content descriptions and content elaborations.

Opportunities to develop general capabilities in learning area content vary. The general capabilities of most relevance and application to the Australian Curriculum: Languages are Literacy, Numeracy, Critical and Creative Thinking, Intercultural Understanding, Personal and Social Capability, and to a lesser extent, Digital Literacy.

Literacy and numeracy are fundamental to all learning. While literacy and numeracy are core to the curriculum in English and Mathematics, literacy and numeracy skills are required and applied in all learning areas, including Languages.

Read more

Literacy

The Australian Curriculum: Languages develops students' ability to listen to, read, create, view, analyse, interpret and perform a range of spoken, written and multimodal texts in the target language and provides opportunities for students to enhance and extend their knowledge and understanding of English literacy. Listening, speaking, reading, viewing, and writing are modes implicit in the content of the Australian Curriculum: Languages and are essential skills in learning a language and communicating effectively. As students develop increasing fluency in a second or additional language, they also develop the ability to reflect on and discuss their understanding of language as a system using the metalanguage of English.

Numeracy

Students use the Numeracy capability to communicate in real or simulated real-life situations. They use number in the target language to share personal information about themselves, family and friends, such as date of birth, age, address, telephone number, and to inform others about time and directions. They use aspects of measurement in the language of transaction when using money, and units of measurement in the number, volume and weight of items. Students use number patterns and algebraic thinking when they recognise and apply the patterns of grammatical and syntactical rules to respond to and create text.

Critical and Creative Thinking

The Australian Curriculum: Languages develops students' ability to think logically, critically and creatively as they inquire, generate, analyse and reflect on a range of information, ideas and perspectives in spoken and written texts. Students learn how to analyse texts and interpret how the language of texts conveys meaning. They reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

Intercultural Understanding

The Intercultural Understanding capability is core to the Australian Curriculum: Languages. In learning a second or additional language, students develop an appreciation of other languages, cultures and beliefs as well as their own. Students learn about the strong interrelationship between language and culture and how this shapes identity. They develop and apply intercultural understanding to value and respect diverse ways of communicating, thinking and behaving, and how these are reflected in social and cultural practices and language use. Students develop connections with other communities and cultures, become aware of similarities and differences, and cultivate mutual respect. The Intercultural Understanding capability assists students to navigate and reflect on differences in language use, perspectives and behaviours.

Personal and Social capability

The Australian Curriculum: Languages enhances students' personal and social capability. Through the 'Communicating meaning in the language' strand, students develop a range of interpersonal skills essential to effective communication, such as decision making, negotiation, and collaboration. The content in both the 'Communicating meaning in the language' and 'Understanding language and culture' strands, encourages students to develop an appreciation of diverse cultures and perspectives and how these influences their own and others' identities.

Digital Literacy

The Australian Curriculum: Languages develops students' digital literacy capability as they use a range of digital technologies to access and create information, ideas and perspectives in multimodal texts. Students develop understanding of how they can access different language-speaking communities and authentic texts digitally to enhance their understanding of language and culture. They evaluate and analyse information in digital formats and develop understanding of their intended audience, purpose and context.

Cross-curriculum priorities

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects regional, national and global contexts. Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply cross-curriculum priorities to learning area content vary. All three cross-curriculum priorities have some relevance and meaning to the Languages curriculum.

Read more

Aboriginal and Torres Strait Islander Histories and Cultures

The Australian Curriculum: Languages recognises the interrelationship of language and culture. There is opportunity for making interlinguistic and intercultural comparisons across languages to First Nations Australian languages and their distinct cultural expression, and to develop understanding of concepts related to the diverse linguistic landscape of Australia.

Asia and Australia's Engagement with Asia

The Australian Curriculum: Languages together with the Asia and Australia's engagement with Asia cross-curriculum priority enables students to develop knowledge and understanding by engaging students with the languages and cultures of Asia, and people of Asian heritage.

The Australian Curriculum: Languages enables students to learn one or more of the languages of the Asian region, to communicate and interact in interculturally appropriate ways, and to explore concepts, experiences and perspectives from within and across Asian cultures. In the Australian Curriculum: Languages, students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students learn how Australia is situated within the Asian region and how our national linguistic and cultural identity is continuously evolving both locally, regionally and within an international context.

Sustainability

The Australian Curriculum: Languages provides students with opportunities to develop the worldviews necessary to contribute to a sustainable future, by reflecting on how they interpret and engage with the world and its peoples. When learning a second or additional language, students develop understanding of the attitudes, values and beliefs of others as well as different ways of thinking and being. The learning contexts in which students develop their language learning provide opportunities for students to explore actions to improve sustainability in local, national and global communities.

Learning Areas

The Australian Curriculum: Languages provides opportunities to integrate and connect content to other learning areas; in particular, English, Humanities and Social Sciences and The Arts.

Read more

English

Languages and English share the focus for students to interact with others and create spoken, written and multimodal texts with an awareness of context, purpose and audience. Both learning areas help students to understand the relationship between spoken and written language and how the cultural context shapes meaning. They develop students' understanding of, and ability to use, grammatical and language features.

Humanities and Social Sciences

Languages and Humanities and Social Sciences subjects share learning contexts that progressively shape students' world. In both learning areas students' learning involves perspectives of their personal worlds, their local communities and national and global contexts. In the process of understanding an expanding world view, both learning areas help students to learn to reflect on the relationship between cultures and identities.

The Arts

Languages and The Arts share a focus on the communication of stories, ideas, perspectives and cultures. Both learning areas help students to explore relationships among people, cultures and identities and how these are exemplified in and through linguistic and artistic practices and behaviours.

Key considerations

Flexible entry points to F–10 and Years 7–10 sequences

The Australian Curriculum: Languages has two learning sequences to cater for different entry points into language learning. The curriculum recognises that these two sequences do not necessarily represent the variety of entry points into the curriculum. Teachers should use the sequences flexibly to meet the needs of their students and their teaching and learning contexts.

In the final curriculum, each curriculum will include a Language guide as a resource. This guide includes an indicative developmental sequence of grammar, thematic concepts and language processes at beginner, intermediate and advanced levels, to assist teachers to adjust the language content of their programs to meet the needs of their students, irrespective of the year in which students begin their language learning. The cognitive level of the content descriptions and achievement standards at the appropriate band level can be used alongside relevant aspects of the Language guide.

Use of English

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

Macro skills

Listening, speaking, reading, viewing, and writing are skills implicit in the content of the Australian Curriculum: Languages and are essential elements of developing communicative competence. These macro skills are aligned to the Strands and are implicit in the content of the sub-strands and across the Content descriptions.

ABOUT CHINESE

Introduction

In the Australian Curriculum: Languages: Chinese refers to Modern Standard Chinese, Pinyin Romanisation and simplified characters. Simplified and full form Chinese characters are used in the media, education and in print; some knowledge or awareness of both systems is an advantage for students of Chinese.

Students of Chinese in Australian schools come from a wide range of backgrounds. For some students it is their first experience of learning Chinese, while others may have existing connections to Chinese as background Chinese speakers, or as those whose first language is Chinese.

Rationale

Chinese has been taught in Australian schools since the 1950s. Chinese language learning experienced rapid growth in the 1980s as China undertook a policy of open-door and economic reform. Chinese is an important language for young Australians to learn as Australia continues trade and engagement with Asia.

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 community in Australia extends back to the mid-1800s, and patterns of migration in recent decades have seen rapid growth in Australia's Chinese population.

Current links between Australia and China are characterised by bilateral relationships in trade and investment, educational exchanges, and research and development in science and technology. The movement of people and ideas as well as economic, cultural and educational exchanges, add to the richness and complexity of this relationship.

Organisation of Chinese

Chinese has been developed with three pathways to cater for students learning Chinese in Australian schools:

- The Second Language Learner Pathway caters for students learning Chinese as a second or additional language.
- The Background Language Learner Pathway has been developed for students who have exposure to Chinese language and culture, and who may engage in some active but predominantly receptive use of Chinese at home.
- The First Language Learner Pathway caters 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.

The Second Language Learner and Background Learner Pathways include two sequences:

- Foundation to Year 10
- Years 7 to 10

The First Language Learner Pathway has one sequence:

- Years 7 to 10

Schools make decisions about which pathway best serves their students' needs, and teachers make appropriate adjustments to differentiate learning experiences.

CURRICULUM ELEMENTS

Foundation

Year level description

Language learning in Foundation builds on the Early Years Learning Framework, strengthening and extending communication and interpersonal skills. By the end of Foundation, students interact with peers in Chinese through play-based and action-related learning. They experience the sounds of Chinese and imitate them. With support, they explore and discover some connections between language and culture.

Achievement standard

By the end of the Foundation year, students use play and imagination to interact and create Chinese texts, with support. They mimic the sounds of Chinese and explore Chinese characters. They identify that Chinese and English look and sound different. Students recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.

Strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
	with support, recognise and communicate meaning in Chinese (AC9LCF01)	<p>Mimicking and playing with vocabulary using pictures flashcards, puppets, picture books and repetitive language (AC9LCF01_E1)</p> <p>listening for key words and responding, for instance, the teacher calls a number and students make a group with that number, using Chinese hand gestures for numbers or matching information heard with pictures or other visual clues (AC9LCF01_E2)</p> <p>repeating and practising greetings at different times of the day using modelled language 早上好, 下午好, 晚上好, 老师早(AC9LCF01_E3)</p> <p>playing familiar games in Chinese using target vocabulary such as Sleeping lions, hide and seek, 'What's the time Mr. Fox?' Rock, paper, scissors (石头·剪刀·布), Simon says (老师说), and fruit salad running games (AC9LCF01_E4)</p> <p>responding to basic classroom commands such as 起立, 坐下, 请安静 (AC9LCF01_E5)</p>

	singing and listening to songs in Chinese including traditional nursery rhymes, for example, 我的朋友在哪里, 生日快乐 · 找朋友, with gestures and movement (AC9LCF01_E6)
	expressing preferences and needs, for example, 喜欢 · 不喜欢, 我要 (AC9LCF01_E7)
	practising teacher-modelled tones, rhythms, actions, and gestures that support meaning to share information (AC9LCF01_E8)
	sharing simple information about self 我叫 in play-based activities and games, for example role-plays using puppets or toys (AC9LCF01_E9)
	listening to Chinese idiomatic stories and retelling these stories using illustrations or craft materials (AC9LCF01_E10)
explore, with support, language features of Chinese noticing similarities and differences between Chinese and English (AC9LCF02)	exploring the four tones, for example, copying and mimicking the teacher and representing using hand gestures (AC9LCF02_E1)
	recognising Chinese characters from other forms of written expression, for example, the Roman alphabet, and visual images (drawing), comparing the sound and shape of each (AC9LCF02_E2)
	recognising that characters have meaning, and exploring the connection between meaning and form, for example, pictographs such as 人 ('person'), 日 ('sun'), developing mnemonics to remember characters (AC9LCF02_E3)
	copying or tracing high frequency characters such as numbers, with attention to stroke order and direction (AC9LCF02_E4)
	making connections between Characters sharing the same pictograph and guessing the meaning, for example, 日, 早, 星, 明(AC9LCF02_E5)
	experimenting with the forms of Chinese characters with hands on play to recreate <i>Hanzi</i> such using plasticine, stones, found objects, writing in the sandpit, chalk, big brushes and water on concrete (AC9LCF02_E6)
	noticing how Australian animal names of First Nations Australian origins, for example, koala, kookaburra and wombat, are pronounced in Chinese (AC9LCF02_E7)

explore connections between language and culture (AC9LCF03)

using maps, noticing that the world contains many different languages, and that Australia has many diverse, continuing First Nations Australian languages (AC9LCF03_E1)

engaging with Chinese traditions and customs, festivals, celebrations, and food, identifying interesting facts, for example, investigating to find the biggest celebrations in China and Australia, and comparing these celebrations (AC9LCF03_E2)

noticing similarities and differences between classroom interactions in Chinese and English, for example, referring to the teacher using 老师 to show politeness and respect (AC9LCF03_E3)

watching simple clips showing Chinese culture and discuss reactions and what is surprising or different (AC9LCF03_E4)

accessing multimodal texts that illustrate cultural identity, customs, practices and activities and responding to these in a variety of ways (AC9LCF03_E5)

comparing gestures and body language associated with language use in different cultures such as hand gesturing for emphasis and encouragement or recognising taboos within Chinese communication, for example, pointing directly at someone (AC9LCF03_E6)

having a shared meal of 饺子 · 春卷 etc. and appreciating cultural diversity in the school community (AC9LCF03_E7)

discussing what is important to them and presenting a collage or poster which represents aspects of their identity and background, using text and images (AC9LCF03_E8)

exploring icons identified as Chinese and common Australian icons such as First Nations Australian icons (AC9LCF03_E9)

Years 1 and 2

Band level description

By the end of Year 2, students interact in Chinese to share information about themselves and their immediate classroom environment using play-based and action-related learning. They recognise key words and phrases, and respond using modelled gestures, words and formulaic expressions, imitating Chinese tones and pronunciation. They transition from spoken to written language using common characters, and combine their knowledge of the Roman alphabet and Pinyin, to assist pronunciation and glossing of characters. They respond to and create simple texts using modelled language structures and features. They notice that English and Chinese borrow words from each other, and that language does not always translate directly. Students engage with Chinese-speaking communities using local and digital resources. They notice that language and culture are related and that there are similarities and differences between Chinese language and culture and their own.

Achievement standard

By the end of Year 2, students use modelled Chinese to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions. They reproduce the sounds of basic Chinese with attention to intonation and pronunciation. They recognise the tonal nature of Chinese and know that characters are formed by strokes. They differentiate between the Pinyin and characters associated with familiar objects in their immediate environment. They recognise the use of tone marks in Pinyin. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words, learnt characters and modelled language to create text.

Students understand that Chinese has rules for non-verbal communication, conventions for use, pronunciation and writing and identify its distinctive systems of writing and speaking. They give examples of similarities and differences between some features of Chinese and English. Students understand that the language is connected with culture and identity and notice how this is reflected in their own language, culture and identity.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communicating meaning in Chinese</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interacting in Chinese</p>	<p>recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions (AC9LC2C01)</p>	<p>listening to and engaging with the rhythms and sound patterns in conversations with teachers and peers, mimicking and practising the tones such as those used in greetings 早, 你好, 王老师, 、 再见, 谢谢, 非常好, 很棒, 加油 (AC9LC2C01_E1)</p> <p>repeating and practising how to greet others at different times of the day using modelled language 早上好, 下午好, 晚上好, 老师早(AC9LC2C01_E2)</p> <p>responding to teacher talk and instructions such as 站起来, 请坐, 一个圈, 停, 安静 or playing action games, for example, Simon Says (老师说) (AC9LC2C01_E3)</p> <p>expressing preferences such as 喜欢 · 不喜欢, 要, 不要 or indicating likes and dislikes with modelled sentences 我喜欢蓝色 · 我不喜欢红色 (AC9LC2C01_E4)</p> <p>expressing wants and making requests by using 我要/我不要... such as 我要 毛笔, 我不要橡皮。我要巧克力, 我不要苹果 (AC9LC2C01_E5)</p> <p>sharing personal information about oneself using 我, for example, 我叫 Anna, 我六岁 · and introducing family using props and images 这是我的妈妈 · · 这是我的狗 · 我爱我的妈妈 (AC9LC2C01_E6)</p>
	<p>participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues (AC9LC2C02)</p>	<p>using pictures cards and prompts to participate in speaking activities with peers, for example, creating an exercise routine with actions 跳, 跑, 走, 跳舞 (AC9LC2C02_E1)</p> <p>singing, dancing, listening to and viewing Chinese language songs, for example, singing a number song or an action song such as 头 · 肩膀, 膝和脚趾 ; 你好吗? (AC9LC2C02_E2)</p>
		<p>playing games such as board games, speaking and listening games, matching cards, memory games, Bingo, spinning wheel choice games and guessing games (missing number) to practise language (AC9LC2C02_E3)</p>

Mediating meaning in and between languages		participating in classroom routines, responding to the teacher's instructions, using language to take turns, praise, and make requests (AC9LC2C02_E4)
	locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases. (AC9LC2C03)	listening to text or the teacher and identifying the correct picture or object such as colour, animal, fruit, family, or numbers (AC9LC2C03_E1)
		listening to text (stories, conversation, picture books, watching and listening to a video, etc.) and responding to questions in English/Chinese with 是, 不是, 对, 不对, 有, 没有 (AC9LC2C03_E2)
		listening and responding to simple questions 你叫什么名字?, 你几岁, 你好吗 (AC9LC2C03_E3)
		listening to the story of <i>The Very Hungry Caterpillar</i> in Chinese, and cutting and pasting the days of the week in Chinese, and drawing the food eaten each day (AC9LC2C03_E4)
		listening to a song about animals and putting picture cards of animals in the order of the song (AC9LC2C03_E5)
		labelling or naming items or personal possessions such as stationery 书包, 我的书, 橡皮, 苹果 (AC9LC2C03_E6)
		using pictures, concrete materials and supporting gestures as a prompt to talk about self and the immediate environment, for example, drawing a picture to express their likes and dislikes such as a picture of an apple with a smiley face and saying 我喜欢苹果 (AC9LC2C03_E7)
		showing understanding of Chinese characters by matching to the corresponding pictograph 水, 月, 日, 人 (AC9LC2C03_E8)
		recording a video of students counting from 1 to 10 to share with parents or school community (AC9LC2C03_E9)
		recognising symbols, words and phrases of written Chinese such as labels, titles and captions (AC9LC2C03_E10)
	notice that language carries cultural meaning in classroom-related greetings, introductions,	counting numbers using Chinese finger gestures and discussing differences (AC9LC2C04_E1)
using polite 您, 您好 to teachers and explaining why it is important to show respect (AC9LC2C04_E2)		
using 上课, 下课 to start and end a class, 老师 instead of Miss and Mrs. (AC9LC2C04_E3)		

		instructions and routines (AC9LC2C04)	<p>discussing the differences between 我要去厕所 and 我可以去厕所吗 (AC9LC2C04_E4)</p> <p>exploring communication styles used by First Nations Australians such as gestures and sign languages, and comparing these with gestures, body language and facial expressions used in Chinese (AC9LC2C04_E5)</p> <p>exploring the lucky and unlucky numbers and colours in Chinese culture, for example, discussing why some numbers are considered lucky 八, 二十八, 九, 六, 六十八 or why 红色 is a lucky colour in Chinese culture (AC9LC2C04_E6)</p>
	Creating text in Chinese	use learnt words, Pinyin and characters, familiar phrases and modelled language to create spoken, written and multimodal texts (AC9LC2C05)	<p>creating a story book using modelled language templates 你好/你好吗, including combinations of characters/pinyin/ or pictures such as family members, pets, animals, fruit, friends (AC9LC2C05_E1)</p> <p>cutting and pasting characters to make a mini book, picture, greeting card or postcard (AC9LC2C05_E2)</p> <p>role-playing a modelled conversation related to greetings and self-introduction 你好, 我叫。。 谢谢·再见, 你好吗? 我很好·我不好 (AC9LC2C05_E3)</p> <p>practising modelled vocabulary, expressions and phrases using toys, puppets and dolls, for example, pretending to go to the doctor, 你好吗·我不好, 我马马虎虎 (AC9LC2C05_E4)</p> <p>making a classroom birthday chart/birthday card (cutting and pasting/ tracing over the Pinyin/characters) 生日快乐 and singing 祝你生日快乐, 一月, 二月, 三月...., 星期一, 星期二... (AC9LC2C05_E5)</p>
Understanding language and culture	Understanding systems of language	recognise Pinyin represents the sounds of Chinese and imitate tones, pronunciation, rhythms and gestures (AC9LC2U01)	<p>mimicking and copying teacher-modelling of the four tones in Chinese using gestures and whole-body response to represent the four tones (AC9LC2U01_E1)</p>
			<p>participating in tone guessing activities, such as listening to the teacher saying 马 and guessing the correct tone, demonstrating the answer by writing a tone mark or indicating with their body (AC9LC2U01_E2)</p>
			<p>copying and repeating teacher-modelling of pronunciations and tones, through choral reading, flashcards and video clips (AC9LC2U01_E3)</p>
			<p>singing a Pinyin 'alphabet' song, noticing similarities and differences (AC9LC2U01_E4)</p>

	understanding that tones can change meaning, for example, 马 mǎ and 妈 mā (horse and mother) (AC9LC2U01_E5)
	listening, viewing and performing poems, rhymes or simple stories such as 小白兔, 拔萝卜·爱我你就抱抱我, 恭喜 that repeat phrases and rhythms to emphasise key points, for example, chanting ‘恭喜你呀!’ (AC9LC2U01_E6)
recognise that Chinese characters are used to construct meaning in texts (AC9LC2U02)	making and copying <i>Hanzi</i> from playdough, strings, found objects, blocks, and chalk (AC9LC2U02_E1)
	creating a hopscotch with Chinese <i>Hanzi</i> numbers, using chalk on the playground (AC9LC2U02_E2)
	recognising Chinese <i>Hanzi</i> such as numbers and pictographs 日, 月, 山, 木, 口, 火, 人, 水, and 大, 小 and exploring the connection between meaning and form, for example, recognising pictographs such as 人 ('person'), 日 ('sun') (AC9LC2U02_E3)
	identifying syllables that make up Chinese words such as 小/老/鼠 (xiǎo/lǎo/shǔ), and understanding that words such as 熊猫 (xióng māo) have two syllables, with each syllable having a meaning (AC9LC2U02_E4)
	copying and tracing <i>Hanzi</i> with attention to stroke order, using air gestures, fingers, chalk, writing in sand and mini white boards, and a different colour for each stroke to create rainbow writing (AC9LC2U02_E5)
	differentiating Chinese characters from other forms of written expression such as the Roman alphabet, visual images (drawing) (AC9LC2U02_E6)
	building new words by combining familiar meanings such as 红+苹果 (AC9LC2U02_E7)
	examining which initials and finals can be guessed from English such as ‘mama’ as opposed to ‘gege’ (AC9LC2U02_E8)
	viewing different ways Chinese can be written vertically or horizontally (AC9LC2U02_E9)
	making connections between words sharing a common syllable/morpheme such as 小狗、小猫、小朋友 (AC9LC2U02_E10)
notice that Chinese has features that may be	noticing that simple statements in Chinese tend to follow English word order subject + verb + object (AC9LC2U03_E1)

Understanding the interrelationship of language and culture	similar to or different from English (AC9LC2U03)	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 (AC9LC2U03_E2)
		making connections between Characters sharing the same pictograph such as Sun 日, 早, 星, 明 and identifying the same radical Chinese characters in other characters (AC9LC2U03_E3)
		using titles to address teachers in Chinese, for example, using 王老师 instead of Ms Wang (AC9LC2U03_E4)
		comparing the vowels sounds of English with the main vowels sounds of Chinese such as <i>i, e, u</i> to develop awareness (AC9LC2U03_E5)
		discussing the placement of words in Chinese such as 'happy' in Chinese compared with English Happy Birthday, Happy New Year versus 生日快乐 · 新年快乐 · 圣诞快乐 (AC9LC2U03_E6)
		notice that people use language in ways that reflect cultural practices and behaviours (AC9LC2U04)
		participating in a shared meal, a New Year celebration or a Chinese performance, commenting on the experience and language used (AC9LC2U04_E2)
		singing and listening traditional Chinese song such as 恭喜发财 · 新年好 and discussing language (AC9LC2U04_E3)
		exploring images and realia from Chinese culture and noticing the language used in different contexts (AC9LC2U04_E4)
		expressing personal responses to aspects of culture encountered when viewing images such as classrooms, home environments or street scenes in diverse contexts, and responding to teacher prompts, for example, asking: What do you see ...? What do you notice ...? How do you celebrate ...? and relating to their own experiences (AC9LC2U04_E5)
		role-playing giving and receiving 红包 using formulaic expressions such as 恭喜发财, and practising kowtowing to show respect (AC9LC2U04_E6)
		using 加油 to encourage classmates (AC9LC2U04_E7)
	talking about the cultural meaning behind 加油 'add oil' rather than 'Good luck' (AC9LC2U04_E8)	

using maps, stories, rhymes, identifying that the Chinese language has dialects and variations and comparing these with the diversity of First Nations Australian languages, including regional variations (AC9LC2U04_E9)

recognising icons identified as Chinese, for example, the flag, The Great Wall, the guzheng, Peking duck, Beijing, and comparing with icons of First Nations Australians such as First Nations Australian flags, cuisine, iconic landscapes, musical instruments (AC9LC2U04_E10)

comparing gestures and body language associated with language use in different cultures, for example, using hand gesturing for emphasis and encouragement or recognising taboos within Chinese communication such as pointing directly at someone (AC9LC2U04_E11)

Years 3 and 4

Band level description

By the end of Year 4, students interact in Chinese to plan a range of activities in familiar classroom contexts that build on their interests and capabilities. They develop active listening skills and respond with gestures, words and modelled expressions, imitating Chinese tones and syllables. They use their literacy capabilities in English to recognise differences between writing in alphabetic and character-based languages, and understand that Pinyin represents the real form of writing with characters. With support, they begin to use Pinyin and tone marks to read and write to locate information, respond to, and create informative and imaginative texts. They recognise and use familiar vocabulary, modelled grammatical structures and syntax. They adjust language to convey meaning in familiar contexts and begin to understand the process of translation from one language to another. They interact with Chinese-speaking communities using local and digital resources. They recognise that language and culture are related to practices and behaviours that reflect personal identity.

Achievement standard

By the end of Year 4, students use Chinese to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in oral and written activities that involve plans and transactions. They use appropriate pronunciation, tone and gesture. 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 syntax to create and present text. They recognise and read the tone marks in Pinyin.

Students understand that Chinese has language conventions, and some terms have specific cultural meanings. They identify features of the Chinese writing system and explain how component knowledge can assist in learning characters. They are aware that each character is a meaningful unit that is used to make up words. They understand that Pinyin provides access to the sounds of the spoken language. They identify patterns in Chinese and make comparisons between Chinese and English. They understand that the Chinese language is connected with culture and identity, and identify how this is reflected in their own language, culture and identity.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in Chinese Interacting in Chinese	initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions (AC9LC4C01)	<p>initiating and exchanging greetings in different contexts using modelled responses such as 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 (AC9LC4C01_E1)</p> <p>exchanging and responding to information about self, family, friends or interests using modelled answers and questions 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 (AC9LC4C01_E2)</p> <p>participating in classroom routines such as answering rollcall 到, 不在, or starting class by standing and bowing 上课, 起立, 同学们好, 老师好, 请坐 or finishing class 下课, 谢谢老师, 老师再见 (AC9LC4C01_E3)</p> <p>asking for permission or clarification, using appropriate formulaic expressions and gestures to match the context such as 请问我可以...吗? or 请再说一遍 · and showing understanding 我知道, 我不知道, 这是什么? 这是。(AC9LC4C01_E4)</p> <p>responding and using classroom instructions to play games such as 老师说, as a whole class or in small groups, where students take turns to role-play 'the teacher', and give each other instructions with actions such as 请安静 · 起立 · 请坐 · 写 · 听 · 看 · 请看白板 · 请给我 · 。。。。 negotiating turn-taking, for example, 该我了 · 该你了 (AC9LC4C01_E5)</p> <p>introducing classmates, friends or family members using pronouns, he, she, they, this is 他, 她, 他们 · 她叫 Jenny, 她五岁 · 这是我的妈妈 · 这是我的狗 (AC9LC4C01_E6)</p>
	participate in activities that involve planning and transacting with	<p>participating in classroom routines, responding to teacher and peer requests, apologising, taking turns, borrowing, praising and using language in activities (AC9LC4C02_E1)</p> <p>playing guessing games with a partner using learning vocabulary such as 'guess the number' (AC9LC4C02_E2)</p>

	others, using a range of familiar phrases and modelled structures (AC9LC4C02)	playing familiar board games/card games using learnt vocabulary 该我了·该你了· such as 'Go Fish' to practise vocabulary and sentences patterns, for example, 你有没有? 你有...吗? 有、没有 (AC9LC4C02_E3)
		performing plays in groups, using puppets and props, with allocated roles such as 《十二生肖的故事》, 《饥饿的毛毛虫》, and using gestures and other movements to enhance the impact of performance, for example, using facial expressions to demonstrate emotions during a play (AC9LC4C02_E4)
		role-playing a modelled conversation with a partner participating in a guided role-play in a shop or at the market, for example, 我要一个苹果, 我要两个草莓, 谢谢·给你 (AC9LC4C02_E5)
		following basic directions 左, 右, 前, 后, 东·南·北·西 using gestures or Total Physical Response (TPR) to show understanding (AC9LC4C02_E6)
		labelling items in the classroom using a set list of words such as 门·铅笔 (AC9LC4C02_E7)
		drawing a picture of themselves (or taking a photo) to contribute to a classroom book to practise speaking 他是谁 'Who is it?' 他是, or playing the 'Guess Who' game (AC9LC4C02_E8)
		asking and answering questions relating to concepts such as time, number, including days of the week, months, for example, asking 几点了, 一点, 三点, 几月, 几日, and answering with 一月二号 (AC9LC4C02_E9)
		Mediating meaning in and between languages
surveying classmates or responding to questionnaires about likes and interests 你喜欢什么水果/颜色/运动? (AC9LC4C03_E2)		
rehearsing phrases such as 对不起, 没关系, 谢谢, 不用谢 (AC9LC4C03_E3)		
sequencing pictures to describe events, guided by the teacher 七点起床, 八点吃早饭, 一点吃午饭, 六点吃晚饭 (AC9LC4C03_E4)		

	asking and responding to simple questions that 他叫什么名字, 什么时候? 哪里, 谁, 几岁 (AC9LC4C03_E5)
	answering simple questions with short spoken and written responses and using flashcards, word lists, posters, photos and multimedia slides (AC9LC4C03_E6)
	identifying and locating familiar characters or words in texts, and discussing the purpose and meaning of a text, for example, food packaging, a restaurant menu (AC9LC4C03_E7)
	listening to short spoken texts containing some unfamiliar language, identifying key information, for example, identifying the name and phone number of the speaker in a voicemail message, or the names, year level and age of Chinese children in a short interview (AC9LC4C03_E8)
	reading profiles or listening to information, in print and digital form (a self-introduction, timetable, weather report, party invitation, phone message, shopping list, etc.), and finding key information to show comprehension (AC9LC4C03_E9)
	planning and presenting short reports about special events and places using photos, illustrations, captions, diagrams using simple sentences and keywords such as 这是..., 我的生日, 这是我的爸爸...大家好, 谢谢 (AC9LC4C03_E10)
develop strategies to comprehend and adjust Chinese language in familiar contexts to convey cultural meaning (AC9LC4C04)	choosing from stimulus words, phrases and sentences, to create factual and imaginative picture/digital books or short scripted plays or animations that use familiar Chinese words and simple repetitive sentences, for example, describing a pet (or imaginative animals) from a set of modelled sentences 我的狗叫..., 它三岁了, 它喜欢... 它的毛是黑色的... (AC9LC4C04_E1)
	selecting language to translate information into Chinese, 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 older brother (AC9LC4C04_E2)
	explaining meanings of colloquial phrases used on specific occasions such as 恭喜发财 to give New Year wishes, and discussing how the same wishes are expressed in English (AC9LC4C04_E3)
	explaining words and phrases to peers or the teacher, using gestures and actions to help convey meaning, for example, using facial expressions to express dislike or disappointment, agreement or enthusiasm (AC9LC4C04_E4)

Creating text in Chinese		providing appropriate bilingual captions/labels in English and Chinese to show aspects of Country and Place, culture and People of First Nations Australians, such as use of traditional Place names (AC9LC4C04_E5)
		identifying meanings of Chinese words and phrases that do not translate directly (word for word) such as 属、岁, 马马虎虎 (AC9LC4C04_E6)
	create and present informative and imaginative spoken and written texts using learnt words and characters, Pinyin, formulaic expressions and sentences and modelled textual conventions (AC9LC4C05)	creating imaginary animals, pets or characters and presenting them through performance, digital display or visual representation, cartoon, puppet show, for example, 这是龙·他叫长龙·他五岁了·他喜欢饺子·他很大 (AC9LC4C05_E1)
		creating a rap with partner from a list of learnt vocabulary and phrases such as 水果, 动物·家人, 数字, (AC9LC4C05_E2)
		creating posters using learnt characters to inform others, for example, about a special event or a favourite person (AC9LC4C05_E3)
		creating alternative versions of stories or action songs, nursery rhymes, using voice, rhythm, and gestures to animate characters, or using support materials such as drawings or story maps to create visual context, for example, changing the animals in 两只老虎 to 三只老鼠 (AC9LC4C05_E4)
		adapting familiar story books such as <i>The Very Hungry Caterpillar</i> , <i>Where Is the Green Sheep?</i> <i>Brown Bear</i> , and changing some of the vocabulary 'What would the caterpillar eat in China?' or changing the food, colours, animals in the book(s) using a set list of words (AC9LC4C05_E5)
		working together in collaborative tasks such as designing a poster, PowerPoint, invitation, birthday card for a specific event, composing a menu or creating a picture book or word wall, and sharing decisions about content, vocabulary and design, for example, designing and making a poster to represent the Chinese zodiac, 中秋节·动物 (AC9LC4C05_E6)
	performing Chinese tongue twisters or nursery rhymes in the classroom 两只老虎, 小白兔, 四是四。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 (AC9LC4C05_E7)	

		choosing from words, phrases and sentences provided to create factual and imaginative picture/digital books or short scripted plays or animations that use familiar Chinese words and simple repetitive sentences, for example, describing a pet (or imaginative animals) from a set of modelled sentences 我的狗叫…，它三岁了，它喜欢。。它的毛是黑色的… (AC9LC4C05_E8)
Understanding language and culture	Understanding systems of language	recognise the tone-syllable nature of spoken language and use appropriate pronunciation, tone and gesture (AC9LC4U01)
		engaging in activities to raise tonal awareness, for example, listening to familiarly vocabulary and demonstrating understanding of tones using gestures or adding tones on Pinyin 妈妈骂马 (AC9LC4U01_E1)
		mimicking the sounds of Chinese while listening to songs, nursery rhymes and teacher-modelled sentences (AC9LC4U01_E2)
		engaging with a range of basic characters and components and exploring their individual meanings, for example, 大, 小, 足, 手 (AC9LC4U01_E3)
		recognising sounds associated with Pinyin are different from the English spelling rules such as in vowels and initials, for example, recognising the sounds <i>he, di, qīn, piě, rán</i> and <i>bu, qu, shi</i> (AC9LC4U01_E4)
		explaining what the four tones are in Chinese, and recognising when and why some tones are not expressed such as repetition of syllables in 'Mama', neutral tone on second syllable (AC9LC4U01_E5)
		explaining the use of Pinyin as a learning tool to reflect the sound of Chinese spoken language (AC9LC4U01_E6)
		exploring the process of character construction, including counting the number of strokes, describing the shape of strokes, differentiating between similar strokes, and following general rules of stroke order (AC9LC4U01_E7)
		categorising, organising and sorting characters based on the same radical 木, 林, 森, 休, creating a visual diagram to group words with the same radical exploring Pinyin 'alphabet' song, and comparing with English alphabet song, finding out connections and similarities (AC9LC4U01_E8)
recognise Chinese language conventions, key characters, grammatical structures and basic syntax in	using simple sentences such subject+verb+object to create meaningful sentences, for example, exploring and creating Chinese sentences with peers using a sentence slider, flashcards, visuals, dice, and rearrange modelled sentences (AC9LC4U02_E1)	
	using basic measure words in modelled sentences between numbers and subject to describe quantity 个, 只 such as 一个苹果, , 三只羊 (AC9LC4U02_E2)	

familiar texts and contexts (AC9LC4U02)	following patterns of word order and sentence structure and using negation when creating sentences to express own meanings, for example, replacing the subject pronoun in 我喜欢绿色 to create the sentence 我妈妈不喜欢绿色 (AC9LC4U02_E3)
	using 的 to join adjectives and nouns 红色的鱼, 白色的马 (AC9LC4U02_E4)
	using subject+是 sentence structures to create a basic sentence 这是, 他是, 我是 (AC9LC4U02_E5)
	playing with Chinese characters (mixing and matching) to make new meanings, for example, building new words by using familiar characters 大山, 火山, 山火、林火, 王子, 大王, 女王 (AC9LC4U02_E6)
	exploring the process of character construction, including counting the number of strokes, describing the shape of strokes, differentiating between similar strokes, and following general rules of stroke order (AC9LC4U02_E7)
	exploring the concept of a 'word' in Chinese and knowing that each character is a meaningful unit (morpheme) that is used to make up 'words' such as 白菜 (white + vegetable), 好朋友 (good + friend + friend), 男生 (male + student) making connections between key morphemes in familiar words such as fruit group 水果、苹果、果汁; vehicle group 汽车、火车、车子 (AC9LC4U02_E8)
recognise familiar Chinese language features and compare with those of English, in known contexts (AC9LC4U03)	recognising question words and how they are used in Chinese sentences compared to English 吗, comparing word order in sentences such as 'What's your name?' with 你叫什么名字? (AC9LC4U03_E1)
	making connections between basic characters and related component forms (such as radicals like 手 and 扌; 人 and 亻), and recognising the number and arrangement of components in a compound character, for example, understanding that 众 has three components and 打 has two components, that 亻 (standing person) is on the left-hand side (AC9LC4U03_E2)
	exploring the Pinyin alphabet and comparing with Roman alphabet, recognising that initials such as x, q, c, zh, g, shi, chi, zhi, pi, ji and vowels such as i, e, u, ie are pronounced differently from English (AC9LC4U03_E3)
	recognising grammatical features and how their use differs in Chinese and English, for example, recognising the lack of articles in Chinese, that adjectives can be used as verbs, and limited use of the verb 'to be' (是) (AC9LC4U03_E4)

Understanding the interrelationship of language and culture		comparing the similarities and differences of Chinese sentence structure with English subject + verb + object, and questions, for example, comparing: Do you have a cat? versus 你有猫吗? (AC9LC4U03_E5)
		recognising that Chinese uses measures, comparing measure word usage in Chinese and English (AC9LC4U03_E6)
		understanding that the word 'two' is different when counting objects compared with regular counting 二, 两个 (AC9LC4U03_E7)
	identify connections between Chinese language and cultural practices and behaviours (AC9LC4U04)	participating in eye exercises, daily exercise routines, or role-playing the flag raising ceremony using target language and discussing the cultural significance of these practices (AC9LC4U04_E1)
		comparing and contrasting education in China, Malaysia, and Australia using a Venn diagrams or graphic organisers (AC9LC4U04_E2)
		role-playing going to a Chinese family dinner or lunch, taking shoes off, using greetings, table manners and etiquette with chopsticks (AC9LC4U04_E3)
		discussing Chinese birthday celebrations and traditions, comparing ancient traditions with modern ones, reflecting on own birthday celebrations such as singing 祝你生日快乐 (AC9LC4U04_E4)
		discussing differences in Chinese names and English names, for example, how Chinese surnames are written first and given names follow (AC9LC4U04_E5)
		engaging with the traditions and customs, festivals, celebrations and food of Chinese communities, recognising the value of learning about another culture in learning a new language (AC9LC4U04_E6)
		creating a comparison table or Venn diagram to show similarities and differences between Chinese language and culture and the languages and cultures of First Nations Australians, such as cultural expressions (cuisine, visual arts, dance) (AC9LC4U04_E7)
	discussing the difference between 我要去厕所 · 我可以去厕所吗? and that Chinese is very direct without being rude, for example, understanding that in English it is polite to say, 'May I have...', 'Please can I have...', but in Chinese saying, 'I want ...' is usual; discussing the impact for a Chinese tourist travelling in Australia (AC9LC4U04_E8)	

researching icons of China and Chinese culture such as the Chinese flag, Forbidden City, Peking duck, Shanghai and comparing these with those of Australia and First Nations Australian icons such as the First Nations Australian cooking techniques (Kup Murri), technology (boomerang), iconic landscapes (Kunanyi, Kata Tjuta)
(AC9LC4U04_E9)

recognising characters used in specific cultural events such as 福 in various forms (paper cut-outs, folk art, couplets, etc.) of New Year decorations, and identifying how the form might change, for example, questioning why 福 is sometimes presented upside down (AC9LC4U04_E10)

Years 5 and 6

Band level description

By the end of Year 6, students interact in Chinese to exchange information and ideas relating to their school and local environment. They plan and negotiate activities, making language choices to express their preferences and opinions. They engage with a range of spoken, written and multimodal texts, and apply strategies to process information and comprehend meaning of content and cultural contexts. They understand that cultural expressions are not easily translated. Students use Pinyin and tone marks to create, with support, texts for a variety of contexts and purposes. They use a range of vocabulary, structures and expressions to sequence information and ideas in known contexts. They use their English literacy knowledge of metalanguage to identify language functions, structures and features. Students interact with peers in Chinese-speaking communities using local and digital resources. Students reflect on how different cultural practices, behaviours and values influence communication and identity.

Achievement standard

By the end of Year 6, students initiate and use strategies to maintain interactions in Chinese related to their immediate environment. They collaborate in oral and written activities that involve the language of transaction and problem-solving, to share information, ideas and preferences. They use intonation and stress to engage audiences and participants. They use strategies to locate and interpret information and ideas in texts and demonstrate understanding by responding in Chinese or English, adjusting their response appropriately to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context, and show understanding of how some language reflects cultural practices. They recognise the features of the Chinese writing system and apply their knowledge of the formation of characters in their own writing. They sequence information and ideas and use conventions appropriate to text type. They apply rules for pronunciation, spelling, punctuation and modelled grammatical structures when creating and responding in Chinese.

Students explain the nature of tone-syllables and use Pinyin to transcribe spoken language. They recognise that variations exist within the Chinese spoken and written language. They use metalanguage to compare frequently used language features in Chinese and English. They understand that the Chinese language is connected with culture and identity and consider how this is reflected in their own language, culture and identity.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in Chinese Interacting in Chinese	initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment (AC9LC6C01)	<p>expressing feelings using 很+adjective 我很开心, and building vocabulary from other vocabulary, 我很好, 我不好 when talking about their day (AC9LC6C01_E1)</p> <p>asking and responding to questions such as 你喜欢运动吗? and expressing agreement or disagreement, for example, 对·我也很喜欢运动), and making sure that other participants are included in interaction such as 你呢? (AC9LC6C01_E2)</p> <p>seeking permission from the teacher or peers to participate in activities or to be excused, for example, 我可以去喝水吗 requesting or borrowing items from others using appropriate language 我可以看看你的书吗? 好的, 谢谢 (AC9LC6C01_E3)</p> <p>responding to the teacher's questions with actions or answers such as 准备好了吗? 懂了吗? 做完了吗? (AC9LC6C01_E4)</p> <p>exchanging a detailed self-introduction by including year level (六年级), hobbies (爱好), sports (运动), nationality (国籍), likes and dislikes, family information (AC9LC6C01_E5)</p> <p>playing speaking games that practise modelled sentences 你是哪国人? 你是中国人吗? (AC9LC6C01_E6)</p> <p>cutting and pasting a list of sentences to create a role-play to perform and adding in additional information (AC9LC6C01_E7)</p>
	participate in activities that involve planning and negotiating with others, using language that expresses information,	<p>participating in role-play with peers such as a trip to China, shopping scenarios, order food, meeting new people, inviting people to birthday/ dinner, or making a phone call 我们去北京, 好吗? 多小钱, 我要买 (AC9LC6C02_E1)</p> <p>planning and organising activities such as outings or performances such as an excursion to China town, ordering food at a <i>Yumcha</i> restaurant and using money, or making a shared Chinese dinner (AC9LC6C02_E2)</p> <p>asking, giving and following directions to real or virtual locations using 向右拐 and electronic information devices, apps, street maps or directories (AC9LC6C02_E3)</p>

Mediating meaning in and between languages	preferences and ideas (AC9LC6C02)	<p>preparing performances celebrating important events in the Chinese calendar to present at school assemblies to raise community understanding of aspects of Chinese culture such as a <i>taiji</i> performance, a lion dance, or a Spring Festival song 恭喜恭喜 (AC9LC6C02_E4)</p> <p>exchanging ideas and opinions in class discussions, expressing agreement and disagreement and negotiating, for example, 对·我也很喜欢运动, listening to others' suggestions 我去过法国·你呢? (AC9LC6C02_E5)</p> <p>seeking permission from the teacher or peers to participate in activities or to be excused, for example, 我可以去喝水吗? (AC9LC6C02_E6)</p> <p>responding to peer's questions with actions or answers and requesting or borrowing items from others using appropriate language such as 我想看看你的书, 好吗? (AC9LC6C02_E7)</p>
	locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose (AC9LC6C03)	<p>listening to a weather report, or looking at a weather chart and responding to questions with modelled phrases such as 今天天气怎么样? 今天有大雨·小雨·天气很好 (AC9LC6C03_E1)</p> <p>participating in a cloze listening and writing activity and filling in the missing information from a set of choices (AC9LC6C03_E2)</p> <p>reading profiles and other information about children or famous people in different cultural contexts, in print and digital form, locating key information (reading a timetable, passport, etc.) such as date and day (AC9LC6C03_E3)</p> <p>asking and responding to simple questions that 谁·什么时候·什么·哪里 (AC9LC6C03_E4)</p> <p>choosing from words, phrases and sentences provided to create factual and imaginative picture/digital books or short scripted plays or animations that use familiar Chinese words and simple repetitive sentences, for example, describing a pet (or imaginative animals) from a set of modelled sentences 我的狗叫..., 它三岁了·它喜欢...它的毛长长的·它的毛是黑色的 (AC9LC6C03_E5)</p> <p>using textual clues such as 听一听小明的一天 to predict possible content when listening to spoken texts, and preparing to hear key information such as time and activities (AC9LC6C03_E6)</p>

	listening to and viewing a range of informative texts to identify key points, for example, answering questions from classmates about the procedure and main ingredients for cooking a Chinese dish from a cooking show (AC9LC6C03_E7)
	presenting a short talk using information gathered from multiple sources, for example, investigating 南京的天气 by interviewing the teacher and listening to a podcast of a weather forecast (AC9LC6C03_E8)
	supporting presentations with pictures, charts or graphs as appropriate, for example, using bar charts to show data on 澳大利亚的语言 (AC9LC6C03_E9)
	reading short stories in groups, and summarising the story and conveying the emotions and opinions of characters using, for example, 最、非常、太 (AC9LC6C03_E10)
apply strategies to interpret and convey meaning in Chinese language in familiar spoken, written and non-verbal cultural contexts (AC9LC6C04)	identifying Chinese symbols in print and digital texts (such as the longevity symbol), and developing ways to convey the culturally attached value when expressing the meaning of these symbols in English (AC9LC6C04_E1)
	viewing spoken interactions in Chinese between peers or in texts (such as viewing a segment of a movie), and interpreting the meaning of the dialogue as well as comparing and discussing cultural manners or behaviours displayed in the interaction (AC9LC6C04_E2)
	writing an email to a pen pal in a school in China using digital media such as a keyboard to create Pinyin and characters, for example, sharing simple self-introductions and asking simple questions in an email to the pen pal in China or in another Chinese-speaking country (AC9LC6C04_E3)
	developing strategies for using bilingual (Chinese-English and English-Chinese) dictionaries in both print and digital forms to assist with translation (AC9LC6C04_E4)
	comparing simple sentences in Chinese with Google-translated sentences, for example, comparing the sentence 'I like Chinese' that is often translated as 'I like Chinese people' or 'I like Chinese language', and discussing why an online translator might give an inaccurate translation (AC9LC6C04_E5)
	creating appropriate bilingual captions/labels in English and Chinese to show aspects of Country and Place, culture and people of First Nations Australians, such as a signage that acknowledges the Traditional Owners of the site (AC9LC6C04_E6)
	comparing their own translation of short texts (brand names, signs, slogans, billboard advertisements, etc.) to others', and evaluating the effectiveness of their own translation (AC9LC6C04_E7)

Creating text in Chinese	create and present a range of spoken and written texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type (AC9LC6C05)	following a familiar text, completing a role-play with their own creative input, changing the main characters and items to suit their own preference, for example, changing the Brown Bear story to become a story about native animals from China or changing the main characters and adapting the story of the 三个和尚 (three monks), 嫦娥 (Chang'e) (AC9LC6C05_E1)
		creating a poster about their favourite celebrity and presenting the information to their peers, describing their nationality, age, family, interests and hobbies, likes, dislikes, where they live, and why you like them, for example, 我喜欢她因为她很努力 (AC9LC6C05_E2)
		creating a Chinese brush painting, labelling items in Chinese from a modelled list such as 毛笔, 颜色 · 纸 · 竹, describing the pictures using conjunctions 然后, 所以, 现在 (AC9LC6C05_E3)
		designing a range of bilingual texts for the classroom or school community (dictionaries, posters, library displays, online newsletter items, etc.), and discussing how to represent meaning in different languages for different audiences (AC9LC6C05_E4)
		experimenting with storytelling techniques by following provided models of narrative texts, for example, rewriting 她有七色花, 红色 · 蓝色 · 白色... and replacing 花 with 气球 and writing 她有七色气球, 红色 · 蓝色 · 白色 (AC9LC6C05_E5)
	demonstrate understanding of how language reflects culture by beginning to use words and expressions that reflect cultural practices and conventions (AC9LC6C06)	discussing and identifying words that all have a similar component (electrical items all start with 电) such as Computer 电脑 · movie 电影 · phone, (electric talk) 电话 and vehicles 车 · 自行车 · 汽车 · 火车 · 晚饭 · 吃饭 · 早饭 · 足球 · 篮球 · 网球 (AC9LC6C06_E1)
		exploring how the Chinese language has changed in response to modern life, for example, identifying the inclusion of English terms in everyday language; recognising 'borrowed words'/借词 in Chinese from English (for example, 咖啡、澳大利亚 · 可乐, 沙发), and in English from Chinese (tofu, dimsim, yumcha, etc.), and discussing how and why these types of words are introduced; noticing the use of English words or phrases in Chinese interactions such as 拜拜, or a few words of English in a Chinese pop song, and discussing the reason for the 'code-switching' (AC9LC6C06_E2)

			<p>discussing lucky and unlucky word fa 发 · ba 八, liu 六, fu 福/富, 九/久, 四/死, for example, discussing why companies in China need to avoid unlucky words in translation or pronunciations (AC9LC6C06_E3)</p> <p>exploring features and conventions of Chinese text, including lack of word spacing or use of punctuation, and variability in text direction (AC9LC6C06_E4)</p> <p>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 wish people 团圆? Does this have the same meaning in Australian culture? What's the relationship between the language use and the Chinese values in this phrase? (AC9LC6C06_E5)</p> <p>applying appropriate choices of pronouns and labels when referring to others in interactions, for example, 您/你; 小张/张晓琴 (AC9LC6C06_E6)</p> <p>comparing texts in traditional characters with texts in simplified characters 门 · 門 (AC9LC6C06_E7)</p>
<p>Understanding language and culture</p>	<p>Understanding systems of language</p>	<p>discriminate between similar or related syllables and words by listening with attention to intonation, stress and phrasing to develop fluency and pronunciation (AC9LC6U01)</p>	<p>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 请 · zh 中国, c in 草 (AC9LC6U01_E1)</p> <p>using digital technology to check the correct pronunciation of Chinese (AC9LC6U01_E2)</p> <p>performing Chinese nursery rhymes, modelled text and poems, with attention to tones and pronunciation (AC9LC6U01_E3)</p> <p>experimenting with the Chinese keyboard inputting Pinyin and choosing Chinese characters (AC9LC6U01_E4)</p> <p>developing understanding of character construction, stroke order and structure, for example, exploring radicals in Chinese language such as 水 radical, 人 radical, 口 radical and 草 radical (AC9LC6U01_E5)</p> <p>recognising familiar language spoken by different voices (AC9LC6U01_E6)</p> <p>recognising and discriminating between homonyms in Chinese such as shì — 是 and 室, relying on contextual cues to assist understanding, and differentiating syllables with different tones, for example, shì (是) and shí (十) (AC9LC6U01_E7)</p>

	connecting the sound of spoken Chinese with the spelling and tone marks of Pinyin, for example, reading out words written in Pinyin with attention to Chinese pronunciation and tone; using Pinyin to record the sound of words or sentences encountered (AC9LC6U01_E8)
apply modelled Chinese grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions (AC9LC6U02)	developing simple sentences using frequently used verbs 有, 要, 是, 会, 喜欢 including negation 没有, 不是, 不要, 不会 (AC9LC6U02_E1)
	writing modelled Chinese sentences using a combination of Pinyin and characters (AC9LC6U02_E2)
	using joining words (也、和), and simple contrasting words (但是) in modelled sentences (AC9LC6U02_E3)
	using squares to write individual characters, and using appropriate punctuation such as full stops (AC9LC6U02_E4)
	using a variety of formulaic expressions to create their own original dialogue (AC9LC6U02_E5)
	using 的 as a possessive 我的书 · 你的 (AC9LC6U02_E6)
	using subject + verb + object sentences structures but expressing meaning from 我有狗 to 我的妈妈有狗 to 我的妈妈有三只黑色的狗 (moving from simple to more complex expressions) (AC9LC6U02_E7)
	using time + subject + verb + object in modelled sentences (AC9LC6U02_E8)
	answering yes/no questions with the appropriate response 可以, 有, 没有, 是, 不是 (AC9LC6U02_E9)
	applying processes of discourse development, including joining (也、和), contrasting (但是) and sequencing (就) information (AC9LC6U02_E10)
use familiar metalanguage to compare some Chinese language functions, structures and features with	recognising that in Chinese, verbs convey tense without verb conjugation, for example, explaining why 有 can mean 'have', 'had' and 'will have' (AC9LC6U03_E1)
	recognising grammatical features and how their use differs in Chinese and English, for example, recognising the lack of articles in Chinese, and that adjectives can be used as verbs 他是老鼠, 他很胖 (AC9LC6U03_E2)
	comparing possessive pronouns in Chinese and English (AC9LC6U03_E3)

Understanding the interrelationship of language and culture	those of English, in known contexts (AC9LC6U03)	writing the date in Chinese and comparing with English, for example, practising writing the date daily (AC9LC6U03_E4)
		recognising patterns in Chinese such as the names of countries and the language they speak 中国, 中国人, 美国, 美国人, 法国, 法国人 (AC9LC6U03_E5)
		developing knowledge of metalinguistic terminology, for example, discussing: What is the plural form? How do we know it is plural when reading in English? Can we tell when we read a Chinese word? (AC9LC6U03_E6)
		comparing the use of tenses in English and Chinese, for example, how future tense is often expressed through time phrases in Chinese 我明天去北京, 下个星期去上海 (AC9LC6U03_E7)
		identifying the use of Chinese-specific punctuation such as double quotation marks to signal a quote (AC9LC6U03_E8)
	recognise connections between language and cultural practices, behaviours and values and reflect on the impact on communication (AC9LC6U04)	discussing the connections between language and culture, for example, discussing the use of 哪里哪里, a humble way to respond to praise (AC9LC6U04_E1)
		discussing possible reasons why Chinese family names are placed before given names and exploring the cultural meaning of various Chinese given names (AC9LC6U04_E2)
		exploring Chinese Yin and Yang philosophy and traditional medicine, for example, role-playing a visit to a traditional doctor in China compared with a visit to a doctor in Australia (AC9LC6U04_E3)
		exploring Chinese food culture, including tables manners, Chopstick etiquette, table settings, tea ceremony, paying the bill and related food words and phrases (AC9LC6U04_E4)
		comparing connections between world views, practices and identities of First Nations Australians with those of Chinese-speaking people (AC9LC6U04_E5)
exploring Chinese kinship relationships and learning to address family members with a title rather than by their given names, for example, drawing a family tree and labelling each member with their Chinese title or view 爷爷·奶奶·外婆·外公 (AC9LC6U04_E6)		
exploring Chinese culture in other parts of the worlds, as well as exploring Chinese language dialects and ethnic groups within China (AC9LC6U04_E7)		

researching education in China, compare and contrast daily routines/subject studied/times of school/school lunches/ numbers of students/parental expectations (AC9LC6U04_E8)

researching Feng shui and beliefs about the environment and weather, for example, finding out that water in front of the hill is good (AC9LC6U04_E9)

experiencing a Chinese tea ceremony and serving tea to peers using learnt phrases (AC9LC6U04_E10)

discussing cultural differences, for example, arguing over who pays the bills at a restaurant because it is a great honour to pay the bill in Chinese culture, and taking shoes off in the house (AC9LC6U04_E11)

noticing the changing culture and traditions in China over the last 50 years, transportation changes (bicycle to cars) and influence of other cultures and technology (AC9LC6U04_E12)

examining the themes, characters and common language in traditional Chinese folktales (AC9LC6U04_E13)

creating a class book using the traditional style of bookmaking (AC9LC6U04_E14)

discussing the symbolism of the moon in Chinese culture, and things that are lucky and unlucky, for example, avoiding giving an umbrella (AC9LC6U04_E15)

understanding how First Nations Australians' connections with and obligations to Country/Place are interconnected with beliefs, values and language use, noticing what is similar to or different from Chinese-speaking people's beliefs, values and language use about place (AC9LC6U04_E16)

examining the moon lunar calendar, 24 different seasons in lunar calendar, and the relationships between farming cultures (AC9LC6U04_E17)

Years 7 and 8 (F–10)

Band level description

By the end of Year 8, students use Chinese to interact and collaborate within and beyond the classroom, practise and explain language structures and features, and develop intercultural understanding. They use Pinyin to learn the sounds of new words by associating sounds with characters, and create texts using characters. They process and interpret the content and language of texts, adjusting information and ideas to suit the context. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Chinese and English language functions, structures and features. They use modelled and rehearsed language, in familiar and unfamiliar contexts, to create texts using a range of vocabulary, language structures, features and conventions. They make linguistic choices that reflect cultural values and beliefs. Students interact with peers in Chinese-speaking communities using local and digital resources. They explain how interactions with Chinese speakers facilitate their understanding and appreciation of the connections between language, culture and identity.

Achievement standard

By the end of Year 8, students initiate and maintain interactions in Chinese in familiar and unfamiliar contexts related to a range of interests and experiences. They speak with attention to pronunciation, tone and phrasing, using intonation and pitch to add emotion or emphasis to their message. They use Chinese appropriately to collaborate and problem-solve and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and unfamiliar cultural contexts, by adjusting and reorganising responses appropriately. They select and use character combinations, appropriate vocabulary, sentence structures and expressions to create spoken, written and multimodal texts.

Students show understanding of different text types to present and respond to information, ideas and opinions, and are aware that spoken and written texts use different conventions. They know that character components can contribute to both sound and meaning of words and they understand how they can be combined to make different words. They describe the distinctive spoken and written language systems of Chinese using metalanguage. They reflect on how Chinese language, culture and identity are interconnected, and compare this with their own language, culture and identity.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in Chinese	Interacting in Chinese initiate and sustain exchanges in familiar and unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others (AC9LC8C01)	exchanging personal information with others, for example, 你好！你叫什么名字？你是哪国人？ (AC9LC8C01_E1)
		sharing information about life in different cultural contexts, expressing ideas and opinions, for example, 我吃汉堡包。他吃饺子 (AC9LC8C01_E2)
sharing opinions about school or family life, including 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 position or view, for example, 我的姐姐喜欢音乐·也很喜欢体育。 (AC9LC8C01_E3)		
listening to and viewing spoken texts and paying attention to voice, gesture and language choice to identify opinions or emotions expressed, for example, 我不喜欢·我最不喜欢 compared to 我一点儿都不喜欢 (AC9LC8C01_E4)		
participating in conversations about personal experiences, expressing opinions about what is common to these experiences, for example, 我的老师很好。同学们都很喜欢他。 (AC9LC8C01_E5)		
discussing school life or hobbies, 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？ (AC9LC8C01_E6)		
	collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events (AC9LC8C02)	<p>participating in class role-plays of shopping scenarios, including expressing opinions about the quality of goods such as 这条红色的裤子真好看, making comparisons such as 这件比那件便宜。 , and expressing satisfaction or dissatisfaction with price such as 太贵了 (AC9LC8C02_E1)</p> <p>negotiating with classmates to determine an appropriate gift for an overseas visitor, acknowledging the ideas and opinions of others and expressing agreement such as 好的 or disagreement, and offering alternatives, for example, 我觉得巧克力不好·考拉玩具怎么样？ (AC9LC8C02_E2)</p>

Mediating meaning in and between languages		visiting Chinese-owned stores in the local area and specifying 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? (AC9LC8C02_E3)
		participating in a range of activities to explore Chinese customs such as celebrating Spring festival 拜年 and Mid-Autumn festival 吃月饼 (AC9LC8C02_E4)
	interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience (AC9LC8C03)	reading bilingual signs in places such as restaurants, shops, pools, schools, hospitals and construction sites, for example, 出口 — 'exit', 入口 — 'entrance' (AC9LC8C03_E1)
		documenting specific details of events, customs and lifestyles presented in multimodal sources such as video clips and face-to-face interviews in order to summarise the information, for example, 中国人很喜欢喝茶 · 澳大利亚人喜欢喝咖啡 · 中国人喜欢吃米饭 · 澳大利亚人喜欢吃面包 · 你呢? (AC9LC8C03_E2)
		determining the effectiveness of the English translations and analysing possible reasons for such interpretations (AC9LC8C03_E3)
		experimenting with word choice for 'warnings' across languages, and discussing ways language is used to convey rules, expectations, and permission, for example, comparing 闲人免进 to 'Staff Only' (AC9LC8C03_E4)
		exploring a range of dictionaries, including online translation tools, and considering how these tools help or hinder in Chinese learning (AC9LC8C03_E5)
	interpret and adjust spoken, written and non-verbal language to convey meaning in Chinese language in familiar and unfamiliar cultural contexts (AC9LC8C04)	accessing various texts of different cultures, and creating a digital presentation, sharing information about their own membership of diverse groups and exploring how this is expressed in Chinese, 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 (AC9LC8C04_E1)
		identifying the differences of meaning of multiple terms use to convey a similar concept, for example, 你 versus 您 ; 厕所 versus 洗手间 (AC9LC8C04_E2)
		using some Chinese to describe aspects of Country/Place and culture of First Nations Australians for a brochure about a place or recounting a recent excursion or trip (AC9LC8C04_E3)

		listening to or viewing multimodal texts to identify key information such as names of people and places, time and date, 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... (AC9LC8C04_E4)	
		Make adjustments when moving between Chinese and English, recognising that some words cannot be translated directly and would sound strange, for example, 'how's it going' in English and 孝顺 when talking about the bond between children and parents (AC9LC8C04_E5)	
	reflect on similarities and differences in cultural interpretations between Chinese and their own language use and behaviour (AC9LC8C05)		noticing how emotion is expressed in song, film or poems and discussing its impact on listeners and viewers, for example, 咦? 哎呀! (AC9LC8C05_E1)
			comparing diverse genres with similar topics, for example, making a family book and writing a birthday card, and recognising the differences in purpose, focus of information and language choice (AC9LC8C05_E2)
			identifying the differences of meaning of multiple terms use to convey a similar concept, for example, comparing representations of foreigners in 外国人有一些不同的习俗 to 老外都很奇怪 (AC9LC8C05_E3)
			exploring how alternative words can be used to convey varying attitudes and degrees of emotion towards people, places and events, for example, 亲爱的、尊敬的... 您好! versus 小明你好, 好久不见! (AC9LC8C05_E4)
			analysing and explaining the organisation and development of ideas or an argument in a range of genres, including textual features such as paragraphing (AC9LC8C05_E5)
	analysing expressions of identity encountered in Chinese texts and interactions, and comparing these with their own assumptions about Chinese people and with their own expressions of identity, for example, 龙的传人 (descendant of dragon) (AC9LC8C05_E6)		
Creating text in Chinese	create and present spoken, written and multimodal texts for specific purposes, selecting vocabulary, grammatical structures and textual features and conventions	expressing and justifying their preferences, for example, 我喜欢春天·因为我的生日在春天 (AC9LC8C06_E1)	
		writing a short dialogue communicating with peers about their subjects of study, hobbies or interests, and expressing appropriate emotions, for example, 妈妈做的菜太好吃了 (AC9LC8C06_E2)	
		producing short performances such as a skit about school life, or a video about daily routine (AC9LC8C06_E3)	
		collaboratively creating multimodal texts such as stories, vlogs with familiar settings (home, school, communities, places travelled etc.), for example, 学校水运会 (AC9LC8C06_E4)	

	appropriate to text type and context (AC9LC8C06)	watching segments of texts in Chinese (popular music videos from various sources of media, etc.), and expressing personal opinions, for example, 我觉得...很有意思 (AC9LC8C06_E5)
		performing Chinese songs and experimenting with rhythm, voice, emotion and gesture to convey the intended sentiment and meaning of songs and rhymes and enhance performance (AC9LC8C06_E6)
		creating digital stories by producing labels for pictures, photos and cartoons in combination with sound, voice and music to convey a sequence of events in imagined contexts (AC9LC8C06_E7)
		creating short plays or skits and taking on roles in imagined scenarios such as visiting or hosting a Chinese friend, a shopping experience or a fashion show (AC9LC8C06_E8)
	consider and select words and expressions to create texts that reflect Chinese cultural values and beliefs (AC9LC8C07)	exploring the ways in which Chinese language is used to foster the awareness of social etiquette and courtesy among local communities, for example, addressing adults using 叔叔, 阿姨 (AC9LC8C07_E1)
		exploring the use of 普通话 as a lingua franca in Chinese-speaking communities and identifying terms used in different regions to express a similar idea such as 中文 versus 汉语 (AC9LC8C07_E2)
		viewing words in 繁体字 in familiar contexts and applying their understanding of the simplification process to determine the possible meanings and the 简体字 equivalent, for example, 个-個; 汉- 漢 (AC9LC8C07_E3)
		identifying how features of performance, including the use of posture, movement, voice, images and sound, are used to convey different emotions and attitudes, for example, 她跑得很快; 音乐听起来很轻快; 森林里很暗; 我很害怕 (AC9LC8C07_E4)
Understanding language and culture	Understanding systems of language	apply knowledge of conventions of spoken Chinese to known and unfamiliar language to enhance fluency, and use this knowledge in responding to and creating texts (AC9LC8U01)
		examining the diverse meanings of words that share similar sounds such as the many meanings of the sound 'shi', and learning how to differentiate between 同音词 and 近音词 in different contexts, for example, 买东西/卖东西 (AC9LC8U01_E1)
		estimating the probable sound and meaning of characters based on understanding of familiar radicals and phonetic sides when reading unfamiliar texts, for example, 鸡鸭鹅; 爸吧把 (AC9LC8U01_E2)
		analysing characters containing a common component or side, for example, explaining the features of position, phonetic function and range of sounds in the characters 请清情晴精睛猜 (AC9LC8U01_E3)

	<p>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) (AC9LC8U01_E4)</p> <p>exploring the use of diverse character-morphemes to express similar ideas, for example, identifying multiple characters for 'food' — 饭、菜、食、餐, and organising and classifying words containing these characters to understand their context of use, for example, 早饭、中国菜、食物、餐厅 (AC9LC8U01_E5)</p> <p>listening to interactions between unfamiliar voices at diverse speeds or levels of clarity to develop auditory and comprehension skills (AC9LC8U01_E6)</p> <p>discriminating between sounds heard in oral discourse, including the range of vowel and consonant combinations, for example, 'qin' versus 'qing' and 'chi' versus 'ci' (AC9LC8U01_E7)</p>
<p>apply a range of grammatical structures and expressions to compose and respond to texts using appropriate punctuation and textual conventions (AC9LC8U02)</p>	<p>comparing ways in which tense is expressed in Chinese, for example, 了 to indicate completion; 过 to indicate the experience; 想 to indicate intention; verb negation 没有 to indicate incomplete past; and 正在 to indicate action in progress (AC9LC8U02_E1)</p> <p>understanding and using elements of Chinese grammar and punctuation such as word order and sentence construction, for example, analysing Chinese-specific grammatical structures and features such as 能不能, 有没有 (AC9LC8U02_E2)</p> <p>identifying similarities and differences between Chinese and English word order and sentence construction such as 那是小明。 ; 我十二岁。 (AC9LC8U02_E3)</p> <p>exploring ways to initiate an interaction by selecting and incorporating modelled structures in new contexts such as 你有没有书? versus 你有书吗? ; using other question words, eg 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; concluding an interaction 祝你生日快乐! 明天见! 谢谢! (AC9LC8U02_E4)</p> <p>exploring and applying the use of conjunctions to sequence and connect ideas when constructing texts, for example, 有的...有的... ; 一边...一边 ; 不但...而且... ; 虽然...但是... ; (AC9LC8U02_E5)</p>

		<p>using different ways to negate ideas depending on degree of formality or emphasis, for example, 我不是... ; 我没有... ; 我不会 (AC9LC8U02_E6)</p>
		<p>recognising and using features of the Chinese sound system, discriminating use of tones, rhythm and sound flow, for example, differentiating pronunciation, intonation and stress when listening to short texts 四是四, 十是十, 十四是十四, 四十是四十 (AC9LC8U02_E7)</p>
	<p>use metalanguage to reflect on similarities and differences between Chinese language functions, structures and features with those of English, in known contexts (AC9LC8U03)</p>	<p>exploring changes in neutral tone and identifying patterns to aid their own pronunciation and flow of expression, for example, understanding the use of neutral tone for the second syllable when it repeats or does not contribute to the meaning of the first syllable (妈妈、孩子) (AC9LC8U03_E1)</p>
		<p>exploring key features of Chinese phonology by comparing with English phonetics, for example, understanding that each character is pronounced with one syllable (AC9LC8U03_E2)</p>
		<p>exploring the ways in which new words and phrases are incorporated into everyday communication in Chinese, for example, understanding how English expressions of emotion (去 happy 吧) are used in chat forums and text messaging, and how Pinyin abbreviations are used to replace characters (L P = 老婆) (AC9LC8U03_E3)</p>
		<p>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 (AC9LC8U03_E4)</p>
		<p>comparing examples of regional variations in pronunciation, for example, comparing the Beijing use of 儿; 姥姥, 姥爷 versus 外公, 外婆(AC9LC8U03_E5)</p>
		<p>comparing diverse genres with similar topics such as 生日会的安排 and 我的生日日记, and recognising the differences in purpose, focus of information and language choice (AC9LC8U03_E6)</p>
		<p>analysing and explaining the organisation and development of ideas or an argument in a range of genres, including textual features such as paragraphing (AC9LC8U03_E7)</p>
		<p>recognising the two-syllable preference in Chinese nouns, and applying this understanding when reading for meaning in words with suffixes such as 学校、学生、学习 (AC9LC8U03_E8)</p>

<p>Understanding the interrelationship of language and culture</p>	<p>explain how the Chinese language reflects cultural practices, perspectives, and identity, and compare these with their own (AC9LC8U04)</p>	<p>identifying things they may take for granted in communication such as a shared understanding of gesture, body language and nuances, and reflecting on how these aspects may be interpreted differently by others (AC9LC8U04_E1)</p>
		<p>discussing how language use varies between communities, and reflecting on how communication is shaped by a community's geographical location, languages and cultures, for example, 计算机 / 电脑 ; 哪儿 / 哪里 ; 西红柿/番茄 (AC9LC8U04_E2)</p>
		<p>reflecting on how particular words of cultural significance may be interpreted differently by others, for example, 'mate' in Australian context and 兄弟 in Chinese context (AC9LC8U04_E3)</p>
		<p>inferring the relationship of participants in a spoken interaction by observing word choices and gestures, for example, 老张 / 张校长/张小明, and asking: What titles and terms of address are used for individuals in Chinese? How do these titles compare to English practices? (AC9LC8U04_E4)</p>
		<p>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 谢谢 rather than the modesty of the past 哪里哪里 (AC9LC8U04_E5)</p>
		<p>interviewing or hearing from First Nations Australians about the importance of language and continuation of culture and its impact on identity, and reflecting on how language and culture also impacts Chinese-speaking people's identity (AC9LC8U04_E6)</p>
		<p>comparing Chinese and western cultural symbols, for example, the symbol of the dragon, 龙 across western and Chinese cultures (AC9LC8U04_E7)</p>
		<p>reflecting on how First Nations Australians' ways of communicating relationships, respect and connections to physical environments are similar to or different from those of Chinese people, for example Uluru for the Anangu People and significant cultural and historical sites for Chinese people (AC9LC8U04_E8)</p>
		<p>sharing information about their own membership of diverse groups and exploring how this is expressed in Chinese, 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 (AC9LC8U04_E9)</p>

exploring the role of language in the formation and expression of identity, for example, considering: Why does my classmate go to Chinese school on Saturday? Why do I speak Chinese to my teacher but feel strange speaking it to my classmates? (AC9LC8U04_E10)

Years 9 and 10 (F–10)

Band level description

By the end of Year 10, students initiate and sustain interactions in Chinese to communicate their own and others' experiences of the world, evaluate and compare language structures and features, create authentic texts, and share cultural experiences of Chinese language learning and identity. They access a range of spoken, written and multimodal sources, and choose appropriate strategies to interpret, evaluate and synthesise information, ideas and perspectives. They use Pinyin to learn the sounds of new words by associating sounds with characters, and create texts using an increasing number of characters. They respond to texts, and demonstrate understanding of linguistic variation and cultural contexts, using their English literacy knowledge of metalanguage to support their evaluation. They create a range of texts, manipulating language for different purposes and audiences. They demonstrate control of language structures and features in written and multimodal texts. Students interact with Chinese-speaking communities using local and digital resources to explore intercultural experiences. They acknowledge that there are diverse influences on ways of communication and cultural identity. They analyse and evaluate how these influences can shape their own behaviours, values and beliefs.

Achievement standard

By the end of Year 10, students contribute to and extend interactions in Chinese in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret a broad range of texts and manipulate language to convey intercultural understanding. They evaluate and synthesise information, ideas and perspectives in texts, recognising that not all concepts can be readily translated. They show understanding of how features of language can be used to influence audience response. They create texts selecting characters and language for a range of contexts, purposes and audiences and use Pinyin to transcribe spoken text. They demonstrate knowledge of connections between spoken and written texts, and use appropriate expressions and spoken and written conventions to enhance fluency and authenticity. They speak with attention to pronunciation and tone. They apply and use complex sentences and structures to create and respond to spoken and written texts that express ideas, perspectives and opinions. They use a variety of tenses and language devices to sequence events and enhance meaning and cohesion.

Students use metalanguage to reflect on and evaluate Chinese texts and explain similarities and differences between Chinese and English. They explain how features of Chinese culture and language shape their own and others' communication practices. They reflect on their own cultural perspectives and identity and draw on their experience of learning Chinese to explain how this learning influences their ideas and ways of communicating.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in Chinese Interacting in Chinese	initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others (AC9LC10C01)	<p>participating in spoken and written interactions with young Chinese which involve sharing aspects of their own identities as young Australians, for example, 中国人喜欢打乒乓球、羽毛球和排球。澳洲人呢？澳洲人喜欢游泳、打板球和打橄榄球(AC9LC10C01_E1)</p> <p>using 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 (AC9LC10C01_E2)</p> <p>comparing own experiences and opinions with those of Chinese youth encountered in diverse texts and contexts, for example, exploring how young people feel about school, for example, comparing: What is universal? What is culturally specific? What is environmental? Why do we do things a particular way? 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 (AC9LC10C01_E3)</p> <p>listening to and viewing spoken texts and paying attention to voice, gesture and language choice to identify the strength of opinion or degree of emotion expressed, for example, 我一点儿也不喜欢/我不怎么喜欢/我太喜欢了/我喜欢极了 (AC9LC10C01_E4)</p> <p>comparing feelings about music, TV programs or sports, and asking questions to seek ideas, request repetition, 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 (AC9LC10C01_E5)</p>
	contribute to discussions that involve diverse views to negotiate	participating in discussions and expressing personal opinions on issues relevant to contemporary youth such as 教育, 环境· 科技· 文化, displaying levels of politeness or assertiveness as appropriate to context, for example, 我希望 versus 我要; 你最好 / 你应该 versus 你一定要 (AC9LC10C02_E1)

outcomes, address issues and compare cultural experiences (AC9LC10C02)

inviting others to voice opinions and eliciting alternative positions by asking questions such as 你怎么看？你觉得呢？你同意吗？, and responding to verbal and non-verbal cues (including silence) from participants; acknowledging others' ideas, views and opinions when expressing agreement or disagreement, for example, 好的、我同意, and challenging others' opinions using rhetorical questions or concessionary or emphatic phrases, for example, 你说的有道理, 可是...；你怎么可以说...？；你说的不对 (AC9LC10C02_E2)

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 (AC9LC10C02_E3)

planning group events such as an excursion to Chinatown 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 (AC9LC10C02_E4)

discussing issues, suggesting alternative solutions and making decisions using levels of formality and respect appropriate to audience and purpose, for example, 我觉得这样做更好；...可以吗？ (AC9LC10C02_E5)

preparing visual displays of data or information gathered from personal research or overseas trips to share with Australian-speaking peers on features of lifestyle or experiences of Chinese young people such as educational opportunities, outdoor and sporting activities across the seasons, or a typical weekend for a Chinese teenager (AC9LC10C02_E6)

listening to popular Chinese songs, comparing themes and content to those of songs popular in Australia, and discussing how popular culture reflects social issues, for example, 家庭的关系 (family relationships) (AC9LC10C02_E7)

negotiating with peers in relation to school policies and procedures, by affirming, accepting, clarifying, suggesting and recommending, for example, 小明, 明天去动物园要穿校服吗？ (AC9LC10C02_E8)

Mediating meaning in and between languages	evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience (AC9LC10C03)	exploring websites designed for non-Chinese audiences, identifying relevant information on research topics such as 中式饮食·娱乐活动, and comparing sources, differentiating between fact and opinion (AC9LC10C03_E1)
		reading and sharing key information from diverse authors, making connections between the author's opinion and attitudes towards particular topics such as 玩电脑游戏, and their background and experiences (AC9LC10C03_E2)
		sharing ideas on sources of information and utilising these sources, using examples or data to support their opinions (AC9LC10C03_E3)
		extracting details and main ideas from texts, 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, identifying gist and main point/s of a spoken interaction (AC9LC10C03_E4)
		viewing topic-related Chinese programs (video, film clips, etc.), sharing opinions on 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... (AC9LC10C03_E5)
	viewing different types of texts on similar topics and recognising differences, especially the language used, in discourse of oral and written texts such as 昨天街上人很多。昨天街上人山人海 (AC9LC10C03_E6)	
	interpret and translate spoken, written and non-verbal interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts (AC9LC10C04)	identifying 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 such as 年年有余、福如东海·寿比南山 (AC9LC10C04_E1)
		describing interactions, showing consideration of 面子, and discussing the differences in the significance of 面子 when the interaction occurs intercultural (AC9LC10C04_E2)
		exploring the contexts and implications of terms used to identify others, for example, 老外、华侨、华裔、大陆人、华人、中国人、少数民族 (AC9LC10C04_E3)
		referring to information stated, or requesting or providing further details in order to clarify or confirm the ideas or views of others, for example, 你说澳洲人对中国的印象是 (AC9LC10C04_E4)

		<p>interpreting key ideas conveyed in Chinese texts, discussing how to maintain the sentiment and intention of authors when retelling or summarising these in English, and understanding why this is important in translation (AC9LC10C04_E5)</p>
	<p>reading everyday Chinese texts encountered in menus, brochures, product packaging and advertising; identifying challenges involved in conveying meaning in English; and explaining word choices and textual features employed to enhance meaning (AC9LC10C04_E6)</p>	
	<p>considering ways of exemplifying ideas to ensure effective mediation of ideas or information as opposed to word for word translation, for example, 谢谢您! — 不谢! (Thank you! / You're welcome!) (AC9LC10C04_E7)</p>	
	<p>identifying features of text structure (layout, expression, tone, etc.) and rhetorical devices (metaphor, exaggeration, etc.) used to convey a persuasive argument or position (AC9LC10C04_E8)</p>	
	<p>using print and online dictionaries to expand their own linguistic repertoire and convey subtle meanings when creating own texts, understanding the risks of word for word translation (AC9LC10C04_E9)</p>	
	<p>using Chinese to translate information of Country/Place and culture of First Nations Australians for an Australian travel guide, advertisement, or to a Chinese exchange student or Pen Pal (AC9LC10C04_E10)</p>	
	<p>considering how they can be more inclusive in their own language use, for example, using questions: 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? (AC9LC10C04_E11)</p>	
	<p>evaluate how intercultural contexts shape meaning in interactions and texts in Chinese and their own language (AC9LC10C05)</p>	<p>reading texts consisting of set sayings, for example, 三人行，必有我师, discussing the meaning of the quote and expressing their opinions with the set sayings (AC9LC10C05_E1)</p>
	<p>comprehending information, ideas and/or opinions in texts related to school and education, for example, comparing Australian school timetable and subjects with the same in China, identifying the similarities or differences and relating them to the general public beliefs of each country on education (AC9LC10C05_E2)</p>	
	<p>listening to audio-visual stimuli to identify 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/ 家庭关系 (AC9LC10C05_E3)</p>	

		analysing and evaluating relevant information and ideas in multimodal texts in Chinese to draw conclusions with justification of opinions, ideas or perspectives related to socialising and societal issues, for example, commenting on Chinese peers' views on 'online friends' and the use/overuse of social media (AC9LC10C05_E4)
		comparing and responding to different perspectives on the same event or on a topical issue such as intergenerational relationships, the environment, or food choices (AC9LC10C05_E5)
		recognising the value of technology in exploring and constructing own texts, and experimenting with internet language to communicate with peers in a class blog in Chinese (AC9LC10C05_E6)
		analysing expressions of identity encountered in Chinese texts and interactions, and comparing these with their own assumptions about Chinese people and with their own expressions of identity, for example, 龙的传人 (descendant of dragon) (AC9LC10C05_E7)
		reading texts consisting of 名人名言 such as 孔子说：有朋自远方来·不亦乐乎 and discussing the cultural meaning of the quote and how it is relevant to contemporary language use discussing reasons for producing different versions of texts for different audiences (AC9LC10C05_E8)
		reflecting on the language, beliefs and values of characters in traditional and modern literature and Chinese popular culture, and comparing different student responses to the same story, event, character or place, for example, viewing excerpts from contemporary films and discussing personal responses to and the sociocultural context of the film (AC9LC10C05_E9)
Creating text in Chinese	create a range of texts for diverse contexts and purposes, selecting text structures and language features to engage different audiences (AC9LC10C06)	introducing a topic or issue for discussion with others such as the importance of China to Australia's economy, the growth of Chinese tourism in Australia or ways to promote a better understanding of China in Australian schools, and leading the discussion in a manner likely to elicit ideas related to possible scenarios or outcomes (AC9LC10C06_E1)
		presenting or supporting a personal position or view by reconstructing information from diverse sources, summarising key points, and using quotes or supporting information, acknowledging diverse perspectives and sources of information and the views of others by using reported speech, and using forms of presentation appropriate to the subject matter such as charts or images to support text (AC9LC10C06_E2)
		creating and displaying posters, for example, to raise peers' awareness and help promote the messages of charity organisations conducting work in China (AC9LC10C06_E3)

	<p>creating a range of bilingual texts and resources for the school and wider community, for example, producing bilingual signs in places such as restaurants, shops, pools, schools, hospitals and construction sites, for non-English speakers (AC9LC10C06_E4)</p>
	<p>creating plays with plots that reflect personal opinions on topics of interest such as 旅行, 未来, using props to support storytelling, and experimenting with language, image and sound to convey complex ideas and enhance audience appreciation (AC9LC10C06_E5)</p>
	<p>presenting their own version of a familiar story or event, for example, collaborating to create a voiceover for a segment from a familiar TV show or commentating a youth sporting event (AC9LC10C06_E6)</p>
	<p>sharing own interest in people, places and events in the Chinese world by reading about places and historical figures such as 秦始皇, 毛泽东 and writing articles for the local community (AC9LC10C06_E7)</p>
<p>select and use a range of words, expressions and set phrases or idioms to enhance the cultural authenticity of texts (AC9LC10C07)</p>	<p>producing cartoon scripts to express traditional Chinese values, for example, 孔融让梨/ 愚公移山 (AC9LC10C07_E1)</p>
	<p>experimenting with the use of set phrases and famous sayings to substantiate ideas in Chinese (AC9LC10C07_E2)</p>
	<p>producing bilingual displays about Chinese language, culture or contemporary society to share learning and knowledge with the whole school community such as a poster display on Chinese characters, earthquake-prone areas such as Sichuan, youth cultures in China or the Chinese community in Australia (AC9LC10C07_E3)</p>
	<p>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 foreign visitor or writing an email to a Chinese friend about something that has recently occurred (AC9LC10C07_E4)</p>
	<p>composing an account of an experience with a Chinese friend or visitor to the local community, for example, hosting a Chinese student or China exchange experience (AC9LC10C07_E5)</p>
	<p>examining the use of inclusive language and how ideas are framed, for example, the impact of positive versus negative framing on how meaning is interpreted across languages and cultures such as 足下留情, 小草常青 versus 'Keep off the grass', to create a bilingual poster for the school (AC9LC10C07_E6)</p>

Understanding language and culture	Understanding systems of language	apply features and conventions of spoken Chinese to extend fluency in responding to and creating spoken and written texts in known and unfamiliar contexts (AC9LC10U01)	understanding differences in patterns of sound and tone in extended Chinese speech when listening to speakers of different ages, genders and regional background, 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? (AC9LC10U01_E1)
			examining the diverse meanings of words that share similar sounds, for example, the many meanings of the sound 'shi' and how to differentiate between 同音词 and 近音词 in different contexts 同意 and 统一, making sentences utilising the understanding (AC9LC10U01_E2)
			exploring regional variation in pronunciation, for example, exploring the Beijing use of 儿, to extend authenticity in Chinese speech (AC9LC10U01_E3)
			using descriptive language to set the scene and capture the reader's imagination, for example, describing the sound of traffic and the atmosphere on a busy morning in a Chinese town 车水马龙·人来人往·人山人海 (AC9LC10U01_E4)
			identifying the meanings of abbreviations, for example, 环保/环境保护 or 政经/政治经济, and composing oral or written texts using the abbreviations (AC9LC10U01_E5)
		apply grammatical knowledge to predict meaning and compose texts that contain some complex structures and ideas (AC9LC10U02)	comparing ways in which tense is expressed in Chinese, for example, 还; 已经; 再...又; 才...就 to indicate completion; 完 to indicate the achievement of a desired result; 打算、计划 to indicate intention (AC9LC10U02_E1)
			understanding elements of Chinese grammar such as word order and sentence construction, for example, analysing Chinese-specific grammatical structures and features such as 把 structure, and passive voice using 被 (AC9LC10U02_E2)
			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 (AC9LC10U02_E3)
			exploring ways to indicate complements of direction, for example, 上来, 下来; 进来·进去; 回来·回去; indicating abstract meanings 想出来, 答不上来, 停下来, 写上去 (AC9LC10U02_E4)

	distinguishing the differences between using structural particles 的, 得, 地 in sentences appropriate to the context, for example, 你的看法很有意思。你说得好。他很认真地在说。(AC9LC10U02_E5)
	exploring ways to express similarities or comparatives using 和.....一样; 比·比较·更·最 (AC9LC10U02_E6)
	comparing the use of words that rely on interpretation of context to convey the intended meaning such as 让、给 (AC9LC10U02_E7)
	expressing conditions such as 如果...就; expressing cause and effect such as 为了...; and expressing the condition, quality or result of an action, for example, 坐得下、说得对、做完、买到 (AC9LC10U02_E8)
	exploring the ways in which language can be manipulated to make ideas more objective such as the removal of personal pronouns and opinions (AC9LC10U02_E9)
	examining the use of noun phrases in Chinese and experimenting with omitting nouns (zero subjects) in their own communication (AC9LC10U02_E10)
	experimenting with 的 as a subject modifier to express ideas that would contain relative clauses in English, for example, 我昨天买的书不太贵 (AC9LC10U02_E11)
use metalanguage to reflect on and evaluate Chinese texts, and to compare use of language features in Chinese and English (AC9LC10U03)	experimenting with tone changes and reflecting on the impact on fluency when speaking, for example, considering: Do my words sound less forced and more natural? (AC9LC10U03_E1)
	exploring the role of emphasis, stress and rhythm in expressing subtle meanings in interactions in Chinese and English (AC9LC10U03_E2)
	applying knowledge of the interrelationship between linguistic elements, structure, context, purpose and audience to a range of texts, for example, applying understanding of genre to determine the purpose and intended message of a text such as in a diary, letter or advertisement (AC9LC10U03_E3)
	describing orthographic features of new characters encountered, including the structure, sequence and relationship of components, and explaining connections evident between form, sound and meaning (AC9LC10U03_E4)
	analysing and explaining the organisation and development of ideas or an argument in a range of genres, including textual features such as paragraphing (AC9LC10U03_E5)

Understanding the interrelationship of language and culture

evaluate how language choice in Chinese reflects cultural values, perspectives and identity, and compare these with their own (AC9LC10U04)

making presentations on aspects of cultural practices and lifestyles in Chinese communities, providing a balanced perspective and avoiding stereotyping, for example, 很多中国人... ; 据报道·百分之三十的人口...

(AC9LC10U04_E1)

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 (AC9LC10U04_E2)

interviewing or hearing from First Nations Australians about the importance of spirituality, beliefs, kinship structures and cultural obligations and their impact on identity and analysing the extent to which these also impact Chinese-speaking people's identity (AC9LC10U04_E3)

exploring diversity within Chinese identity and becoming more aware of this when interacting with Chinese speakers, for example, understanding that calling Chinese speakers 中国人 does not reflect the diversity of Chinese speakers' identities (AC9LC10U04_E4)

engaging in interaction with Chinese speakers and reflecting on how their own language choices are perceived by Chinese speakers, for example, considering: Is my communication culturally appropriate? Should I adjust language and gesture to help convey meaning more appropriately and effectively? (AC9LC10U04_E5)

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

(AC9LC10U04_E6)

exploring how known languages influence their own communicative preferences such as reflecting the values of one culture when communicating in another, for example, differences in the use and frequency of "thank you" and 谢谢

(AC9LC10U04_E7)

making connections between their first language and how it influences communication in additional languages, for example, thinking about: Why do Chinese speak English in certain ways? What features of my first language influence how I speak Chinese? How does this affect mediation of ideas between languages? (AC9LC10U04_E8)

interacting with people of different ages and positions, varying language and level of formality according to relative status, for example, using appropriate ways to accept or decline requests, compliments or suggestions 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?

(AC9LC10U04_E9)

analysing and evaluating how identity is expressed across First Nations Australian languages and cultures and Chinese language and culture, such as, the idea of 'belonging' and the importance of cultural group or family membership (AC9LC10U04_E10)

reflecting on taboos in language use and how these can impact on communication across cultures, for example, reflecting on: 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? (AC9LC10U04_E11)

Years 7 and 8 (Year 7 entry)

Band level description

By the end of Year 8, students use Chinese to interact and collaborate in activities based on their personal world, classroom and beyond, they practise language structures and features, and develop understanding of the relationship between language and culture. They recognise differences between writing in alphabetic and character-based languages, and understand that Pinyin represents the real form of writing with characters. They use Chinese tones and syllables in spoken texts and, with support, begin to recognise and use Pinyin and tone marks. They process and interpret information and ideas in texts. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Chinese and English language functions, structures and features. They use modelled and rehearsed language in familiar contexts to create texts using a range of high frequency vocabulary and modelled language structures, features and conventions. They make linguistic choices that reflect cultural values and beliefs. Students interact with peers in Chinese-speaking communities using local and digital resources. They identify connections between language and culture and compare these with their own.

Achievement standard

By the end of Year 8, students use Chinese to interact and collaborate with others, and to share information and plan activities in familiar contexts related to their daily life, school environment and personal world. They use active listening skills to respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Chinese or English, and adjust language to suit context, purpose and audience and convey cultural meaning. They approximate tone, intonation and rhythm and recognise the function of tone-syllables and Pinyin. They use familiar language, modelled sentence and grammatical structures, formulaic expressions and high frequency vocabulary to create texts and demonstrate understanding of how some language reflects cultural practices. They understand that Chinese has rules for non-verbal communication, pronunciation, grammar and writing.

Students are aware of the key features of the Chinese writing system and its differences to the English writing system. They demonstrate understanding of how language does not always translate directly. They use metalanguage to explain the word order of Chinese sentences and the layout and construction of simple familiar Chinese texts, and make connections with terms that are used in English learning. Students demonstrate how the Chinese language is connected with culture and identity and consider the influence of culture on everyday communication, for example, concepts such as respect, politeness and the importance of family.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in Chinese Interacting in Chinese	interact with others using modelled language to exchange information in familiar contexts about self and personal world (AC9LC8EC01)	<p>conducting a self-introduction with a peer, for example, 大家好, 我叫 Tim, 我今年十二岁 · 上七年级 · 我家有四口人... (AC9LC8EC01_E1)</p> <p>initiating a conversation with a new student, for example, 你好! 我叫.... 你叫什么名字。我是澳大利亚人 · 你呢? sharing personal ideas and opinions on experiences such as home life and routine, school and education, diet and food, travel and leisure, for example, 我八点上学, 三点半放学。我每天走路上学。(AC9LC8EC01_E2)</p> <p>engaging in class discussion by responding to questions such as 你喜欢运动吗?, expressing agreement and disagreement with others' opinions, for example, 对 · 我也很喜欢运动, and making sure that other participants are included in the interaction, for example, 我去过法国 · 你呢? (AC9LC8EC01_E3)</p> <p>participating in posting on a shared blog and exchanging personal information such as name, age, nationality, school and year level, with students from sister schools, for example, 你好, 我叫 Ann, 我是澳大利亚的学生 (AC9LC8EC01_E4)</p>
	develop Chinese language to interact in classroom exchanges, routines, tasks and responsibilities (AC9LC8EC02)	<p>exchanging greetings with peers and others, choosing appropriate greetings to suit age or position (for example, 您好, 老师好) or time of day (for example, 你早, 晚安), and using appropriate tone and intonation (AC9LC8EC02_E1)</p> <p>using set phrases to greet, thank, apologise and ask permission from peers and the teacher, for example, 我可以上厕所吗? ; 谢谢 · 不客气; 对不起 · 没关系 (AC9LC8EC02_E2)</p> <p>viewing audio-visual texts such as a cooking program and answering questions from classmates about some famous Chinese dishes, for example, 古老肉, 狮子头 · 柠檬鸡片 · 小笼包 (AC9LC8EC02_E3)</p> <p>using Chinese to interact in classroom routines, respond to instructions, make requests and ask questions (AC9LC8EC02_E4)</p>

		<p>reading familiar text types such as shopping brochures, understanding particular phrases such as 八折, and working out the final price, with the support of online dictionaries and word lists (AC9LC8EC02_E5)</p>
		<p>recognising markers of time such as 第二天 in a sequence of events to monitor information flow and assist reading for overall meaning, and using set phrases to greet, thank, apologise and ask permission from peers and the teacher, for example, 我可以上厕所吗? ; 谢谢 ; 对不起 (AC9LC8EC02_E6)</p>
	<p>engage in modelled exchanges with peers orally, gesturally, and in writing, to negotiate and organise activities relating to daily life and school environment (AC9LC8EC03)</p>	<p>expressing opinions and preferences and stating reasons to elaborate the message, for example, 我不太喜欢...、我觉得...因为 (AC9LC8EC03_E1)</p>
		<p>using online collaborative learning tools to create a rap about greetings and performing it in groups, for example, 你好吗? 我很好。你呢? 我也很好。大家好! (AC9LC8EC03_E2)</p>
		<p>working with peers to produce a bilingual publicity flier for an upcoming cultural or sporting event, for example, 汉语角, to promote Chinese learning among school community members (AC9LC8EC03_E3)</p>
		<p>planning a class sports day, discussing who prefers which sport and creating a program accordingly (AC9LC8EC03_E4)</p>
		<p>determining an agreed social activity with peers, for example, going out on the weekend or a weeknight (AC9LC8EC03_E5)</p>
<p>Mediating meaning in and between languages</p>	<p>locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience (AC9LC8EC04)</p>	<p>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 (AC9LC8EC04_E1)</p>
		<p>representing gathered information by restating key phrases and explaining reasons for actions and feelings, for example, 她很高兴, 因为 (AC9LC8EC04_E2)</p>
		<p>summarising the findings of a class survey for presentation, or in a digital or visual format, poster or wall chart (AC9LC8EC04_E3)</p>
		<p>responding to correspondence such as emails, letters or postcards by answering questions, clarifying meaning, for example, 你说你想来澳大利亚·是吗? seeking further information, for example, 你想一月份来吗? and addressing requests, for example, 澳大利亚一月是夏天·很热。(AC9LC8EC04_E4)</p>

locating and identifying key information in written texts such as timetables, calendars, brochures and advertisements, recognising familiar features of texts and organisation of content, and the word/phrase boundaries in sentences such as 我们学校/有/二百八十七/个/学生/ (AC9LC8EC04_E5)

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 such as 我一点儿也不喜欢... compared with 我不喜欢... (AC9LC8EC04_E6)

develop and begin to apply strategies to interpret, translate and convey cultural meaning in Chinese in familiar contexts (AC9LC8EC05)

translating English texts into Chinese, focusing on overall meaning, and identifying how best to interpret key words, for example, the use of 是 after first-, second- and third-person pronouns; plurals, numbers with measure words; possessives with 的 (AC9LC8EC05_E1)

listening to or viewing public information texts such as weather forecasts and announcements, and identifying and translating specific information and key words, for example, 点, 度, 米, 公里, 元/块 (AC9LC8EC05_E2)

interpreting key ideas from Chinese to English with explanation of the context and the use of fixed phrases, for example, discussing what Chinese parents would 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; determining the English version of 加油; considering why people say 加油 at a Chinese sports event (AC9LC8EC05_E3)

explaining key cultural concepts and practices to English speakers through translation, for example, explaining: Do we translate 春节 as 'Spring Festival' or 'Chinese 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? (AC9LC8EC05_E4)

using some Chinese to describe aspects of Country/Place and culture of First Nations Australians for a brochure about a place or recounting a recent excursion or trip (AC9LC8EC05_E5)

using etiquette phrases within appropriate contexts and discussing whether the meaning of 对不起 is the same across contexts, for example, comparing meaning in 对不起 · 让一让 with 对不起 · 我错了 (AC9LC8EC05_E6)

	reflect on some similarities and differences in cultural interpretations between Chinese and their own language use and behaviours (AC9LC8EC06)	performing Chinese songs and experimenting with rhythm, voice, emotion and gesture, to convey the intended sentiment and exploring the meaning and message (AC9LC8EC06_E1)
		preparing bilingual presentations of data collected from various sources, including texts in English on familiar people, places and events, for example, 澳大利亚的总理 · 澳洲旅游景点 · 我是澳大利亚人, and reflect on translation process (AC9LC8EC06_E2)
		comparing their own experiences to the lives of young Chinese people, for example, 我觉得 7:30 上学太早。 我不坐地铁上学 · 我坐公共汽车上学 (AC9LC8EC06_E3)
		understanding that language and culture sometimes cannot be readily translated, and needs to be interpreted and adjusted when moving between Chinese and English (AC9LC8EC06_E4)
		identifying Chinese symbols in print and digital texts such as the longevity symbol, and developing ways to include the culturally attached value when expressing the meaning of these symbols in English (AC9LC8EC06_E5)
		comparing public texts in Chinese, such as signs in shops and restaurants, to English equivalents and explaining their possible meaning and purpose, for example, the sign 休息中 on an unlit shop window to mean 'closed' instead of its literal meaning, 'resting' (AC9LC8EC06_E6)
Creating text in Chinese	create a range of spoken and written texts for familiar contexts and purposes using appropriate conventions, familiar characters and linguistic features (AC9LC8EC07)	expressing and justifying their preferences, for example, 我喜欢小狗, 小狗很可爱 (AC9LC8EC07_E1)
		writing a short dialogue about an emotion and performing it in groups, for example, 汉堡包太好吃了 (AC9LC8EC07_E2)
		producing short performances, for example, writing and performing a skit about celebrating festivals or making a video about food (AC9LC8EC07_E3)
		interviewing other people about their experiences such as 他每天走路上学。 and presenting this information to the class, quoting the source of information 老师说..... (AC9LC8EC07_E4)
		collaboratively creating multimodal texts such as stories, vlogs with familiar settings (home, school, communities, places travelled, etc.), for example, 学校水运会 (AC9LC8EC07_E5)

		<p>assuming the role of a young Chinese person in a performance of a play such as celebrating Chinese New Year (AC9LC8EC07_E6)</p> <p>researching a famous person or historical event and presenting information in a profile or timeline (AC9LC8EC07_E7)</p> <p>selecting information to share with a particular audience, for example, students from a sister school in China, considering: Why do I think this information is important to represent who I am? Why do I think my audience would find this information interesting and relevant? (AC9LC8EC07_E8)</p>
	develop understanding of and use words and formulaic expressions to create spoken and written texts that reflect cultural values and beliefs (AC9LC8EC08)	<p>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 (AC9LC8EC08_E1)</p> <p>plotting a storyline, considering: Who is the main character? How can I make this character interesting to readers? How can I sequence my story to grab the reader's attention? (AC9LC8EC08_E2)</p> <p>presenting information in alternative formats to suit different purposes and the needs of the reader, for example, creating graphs or tables to categorise information when contrasting (AC9LC8EC08_E3)</p> <p>using etiquette phrases within appropriate contexts and discussing whether the translation of 对不起 is the same across contexts, for example, comparing its meaning in 对不起 · 让一让 and 对不起 · 我错了 (AC9LC8EC08_E4)</p> <p>experimenting with the use of set phrases and famous sayings to substantiate ideas in Chinese, for example, 好久不见, 兄弟姐妹, 生日快乐 (AC9LC8EC08_E5)</p>
Understanding language and culture	Understanding systems of language	<p>recognise the tone-syllable nature of the spoken language, discriminate use of tones, rhythm, and sound flow in interactions, and use Pinyin to support learning the spoken language (AC9LC8EU01)</p> <p>exploring 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 (AC9LC8EU01_E1)</p> <p>differentiating between sounds and tones when listening to or producing spoken Chinese, for example, distinguishing between 我买 / 我卖东西, or 床 (chuang) / 穿(chuan) (AC9LC8EU01_E2)</p> <p>recognising and discriminating between homonyms in Chinese (for example, <i>shi</i> — 是 and 室), relying on context to assist understanding, and differentiating syllables with different tones, for example, <i>shì</i> (是) and <i>shí</i> (十) (AC9LC8EU01_E3)</p>

develop knowledge of, and use structures and features of, the Chinese grammatical and writing systems (AC9LC8EU02)	learning the number, nature and sequence of strokes; exploring the range of stroke types used in characters; learning to write with a focus on stroke direction and order, and on balance and proportion within the square (AC9LC8EU02_E1)
	applying their knowledge of characters to learn to read and write new characters, and developing strategies for learning, for example, making connections between characters with a common component (你、他、们) (AC9LC8EU02_E2)
	learning the origins and features of components encountered in characters, and analysing the formation of characters, including recognising the frequency and positioning of common components such as 人、女、日、月 and their function or relationship to a compound character such as 人 in 他、认、从 (AC9LC8EU02_E3)
	identifying contextual meanings of key characters in diverse contexts, for example, 天, 日, 二/两, 你好 versus 好玩 (AC9LC8EU02_E4)
	identifying the relationships between the meaning of individual characters in words and exploring how these highly frequently used characters apply in a wider range of word contexts (AC9LC8EU02_E5)
	decoding characters by analysing their structure and the number of components, and recognising familiar components (AC9LC8EU02_E6)
	comparing writing across languages, recognising differences in stroke sequences and word formation (letter strings versus character squares), word spacing, punctuation and text direction (AC9LC8EU02_E7)
	explaining the use of common suffixes (子、里、面) and key morphemes (电、家、物、机) (AC9LC8EU02_E8)
	understanding how new concepts are interpreted in Chinese by analysing the nature of technology-related terms expressed in Chinese, for example, 电脑、短信、博客 (AC9LC8EU02_E9)
use familiar metalanguage to discuss Chinese language structures and features and compare with English (AC9LC8EU03)	analysing the variety of verb types found in Chinese, for example, adjectival verbs (高、大) and modal verbs (会、可以) — and the placement and use of adverbs such as 都 to indicate inclusion; 就 to indicate sequence (AC9LC8EU03_E1)
	identifying the placement of time and place phrases; the use of conjunctions (和 to add information; 还是/或者 to offer or indicate choices, and the role of measure words such as 个、只 (AC9LC8EU03_E2)

explaining the concept of 'tense' across languages, for example, asking: What tense is used in English to share ideas about a future activity? Can you exemplify how the future tense is expressed in English and in Chinese? 我明天去北京, 下个星期去上海 (AC9LC8EU03_E3)

applying processes of discourse development by joining, contrasting and sequencing using 也、和、但是、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 (AC9LC8EU03_E4)

exploring features and conventions of Chinese texts, including lack of word spacing and punctuation, and variability in text direction, and comparing texts in traditional characters with texts in simplified characters (AC9LC8EU03_E5)

describing the major features of familiar text types in Chinese such as narratives, and experimenting with analysing Chinese texts, for example, recognising the 'problem' and the 'resolution' in a narrative (AC9LC8EU03_E6)

comparing textual features and language used in different types of written communication within and across languages, for example, comparing How does the formatting of a letter and an email differ in English? Why are there such differences? How does the formatting of a letter in English compare to Chinese formatting? (AC9LC8EU03_E7)

discussing how the organisation of information reflects concepts of hierarchy and authority, for example, the placement of the date in personal correspondence; how the address is organised on a letter 小区名, 楼号, 楼, for example, 龙江小区蓝天园 15 栋 2 单元 504 室 (AC9LC8EU03_E8)

comparing textual and linguistic features in diverse forms of written Chinese texts such as letters, emails and text messages, and exploring the use of visual symbols such as emoticons in digital correspondence (AC9LC8EU03_E9)

experimenting with features of text presentation in Chinese, for example, text direction, word spacing, punctuation, and overall paragraph format when using squared paper (AC9LC8EU03_E10)

Understanding the interrelationship of language and culture

identify connections between Chinese language and culture in shaping meaning and identity (AC9LC8EU04)

experimenting with multiple ways of expressing similar meanings in Chinese such as 你叫什么？你叫什么名字？你几岁？你多大？ and discussing the differences in the context of use (AC9LC8EU04_E1)

discussing how different roles and relationships are reflected in or impacted by word choices, for example, whether/when it is appropriate to ask someone's age, when to say 你几岁？ or 你多大了？ or when to use 你属什么？ (AC9LC8EU04_E2)

identifying aspects taken for granted in communication, such as a shared understanding of gesture, body movement and word meanings, and comparing ways people interact across cultures, for example, asking: How do Chinese 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 impact on how we perceive each other? (AC9LC8EU04_E3)

compare Chinese culture, beliefs, attitudes and values with students' own (AC9LC8EU05)

discussing cultural values reflected in language use such as 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 wish people 团圆？ Does this have the same meaning in Australian culture? What is the relationship between the language use and the Chinese values in this phrase? (AC9LC8EU05_E1)

exploring the nature of the concept of 'family' in Chinese culture and how this influences relationships between individuals, for example, addressing adults as 叔叔 or 阿姨 (AC9LC8EU05_E2)

considering the different ways of addressing people in authority (李老师；王校长) and how this reflects the importance of respect and hierarchy in Chinese culture (AC9LC8EU05_E3)

reflecting on how First Nations Australians' ways of communicating relationships, respect and connections to physical environments are similar to or different from those of Chinese people, for example Uluru for the Anangu People and significant cultural and historical sites for Chinese people (AC9LC8EU05_E4)

viewing interactions in Chinese between peers or in texts (a segment of a movie, etc.), and interpreting the meaning of the dialogue as well as comparing culturally determined manners or behaviour (AC9LC8EU05_E5)

interviewing or hearing from First Nations Australians about the importance of language and continuation of culture and its impact on identity, and reflecting on how language and culture also impacts Chinese-speaking people's identity (AC9LC8EU05_E6)

considering how aspects of life in Australia that are culturally determined or reflect culture-specific behaviours may be rendered in Chinese such as Anzac Day, Harmony Day, the Ashes cricket (AC9LC8EU05_E7)

Years 9 and 10 (Year 7 entry)

Band level description

By the end of Year 10, students initiate and sustain interactions in Chinese to share their own and others' experiences of the world in familiar and unfamiliar contexts, interpret information, ideas and perspectives, develop cultural authenticity in texts, and reflect on cultural experiences of Chinese language learning and identity. They access a range of spoken, written and multimodal sources and choose appropriate strategies to evaluate and synthesise ideas and perspectives. They respond to texts, and demonstrate understanding of linguistic variation and cultural contexts, using their English literacy knowledge of metalanguage to support their analyses. They use Pinyin to pronounce new words by associating sounds with characters, and use an increasing number of characters to create a range of texts, adjusting language for different purposes and audiences. They demonstrate control of language structures and features in written and multimodal texts. They interact with Chinese-speaking communities using local, and digital resources to explore intercultural experiences. They develop understanding that there are diverse influences on ways of communication and cultural identity. They evaluate how these influences can shape their own behaviours, values and beliefs.

Achievement standard

By the end of Year 10, students initiate and sustain Chinese to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language, using tone and rhythm emphatically, to collaborate, plan and reflect on school and social activities and events. They use structures and features of spoken and written Chinese to create and convey meaning to suit context, purpose and audience. They interpret and analyse information and ideas from a range of texts and demonstrate understanding of different perspectives. They synthesise information and respond in Chinese or English, adjusting language features to suit context, purpose and audience, and to convey cultural meaning. They create a range of texts for diverse purposes, and demonstrate knowledge of how text structure, word choice, expressions and language features change for different audiences. They discern differences in patterns of sound and tone in extended speech and select and use sentence and grammatical structures, and words and expressions to interact, create texts and convey cultural meaning. They apply knowledge of radicals and character components to assist their understanding of new characters and words encountered. They manipulate language to suit the context and purpose and demonstrate understanding of how the style of a text can influence audience response.

Students use metalanguage to analyse meaning in texts and recognise that certain concepts cannot be translated readily from Chinese to English and vice versa. They reflect on their own language use and cultural identity and draw on their experience of learning and interacting in Chinese to discuss how this learning influences their ideas and ways of communicating.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communicating meaning in Chinese</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interacting in Chinese</p>	<p>initiate and sustain interactions in familiar and unfamiliar contexts to exchange ideas, experiences and opinions about own and others' personal world (AC9LC10EC01)</p>	<p>introducing self, peers, friends and familiar adults in conversation or online, for example, 这位是王校长; 这是小王; 这是王一飞) and responding to such introductions, for example, 你好, 小王, 我是... (AC9LC10EC01_E1)</p> <p>expressing an apology, appreciation or gratitude in diverse ways, and comparing practices across contexts, for example, considering which term to use in various situations and depending on the relationship between participants (谢谢;辛苦你了; 麻烦你了; 真对不起; 非常感谢) (AC9LC10EC01_E2)</p> <p>initiating activities among 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 (AC9LC10EC01_E3)</p> <p>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? (AC9LC10EC01_E4)</p> <p>sharing information about life in diverse environments, expressing ideas with elaborated details to enhance meaning and engage readers, for example, 今天太冷了, 只有零下五度, 还下雪。只能在家呆着 (AC9LC10EC01_E5)</p> <p>creating narratives that hold the attention of readers, for example, beginning a story with 你知道吗? (AC9LC10EC01_E6)</p>
	<p>use Chinese language in exchanges to question, offer opinions and compare and discuss ideas (AC9LC10EC02)</p>	<p>stating opinions on school and family life, familiar people, experiences and significant personal events, for example, 我最喜欢圣诞节, and indicating preferences with reasons, for example, 我想去看...电影。因为听说这个电影很好看 (AC9LC10EC02_E1)</p> <p>discussing topics of interest such as music, TV programs or sports and asking questions to seek information and opinions, request repetition, clarify meaning, for example, 你说你的生日是明天。是吗?) and enhancing mutual understanding, for example, 我不太喜欢听流行音乐。我更喜欢摇滚乐,因为摇滚乐很有力 (AC9LC10EC02_E2)</p>

	<p>sharing opinions about school or family life, including 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 (AC9LC10EC02_E3)</p>
	<p>interviewing teachers or other familiar adults about their experiences (for example, 他小时候每天都骑自行车) and presenting this information to the class, quoting the source of information 有人说; 她告诉我 (AC9LC10EC02_E4)</p>
<p>discuss, plan and reflect on activities, events and experiences with peers orally and in writing (AC9LC10EC03)</p>	<p>documenting specific details of events, customs and lifestyles obtained from diverse sources (video clips, face-to-face interviews, etc.), and summarising the information in order to form a balanced view to share with others (AC9LC10EC03_E1)</p>
	<p>reading tourist brochures and websites detailing lifestyles in diverse locations in the Sinophone world, identifying features of local lifestyles that reflect modernity or tradition, and evaluating the information for relevance, appropriateness, and significance (AC9LC10EC03_E2)</p>
	<p>composing short texts to report on topics of interest, for example, 中国的茶-澳洲咖啡, and providing a range of alternative views on the subject, for example, 有人说...也有人说...他们都不知道...所以... (AC9LC10EC03_E3)</p>
	<p>responding to an email from sister school peers about their reflections on learning Chinese (AC9LC10EC03_E4)</p>
	<p>collaborating to develop an imaginative promotional video to post on a website to sell an innovative product or service, for example, collaborating to promote a Chinese-speaking toy panda or a peer tutoring service (AC9LC10EC03_E5)</p>

Mediating meaning in and between languages	interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience (AC9LC10EC04)	reading promotional material on topics such as healthy eating, and creating similar texts in Chinese to convey the meaning to Chinese readers, for example, 每天吃五份蔬菜, 两份水果 (AC9LC10EC04_E1)
		sharing and responding to information about their membership of diverse groups and exploring how this is expressed in Chinese, for example, 我和他是同学, 我们都在这个学校学习。我的姐姐是澳大利亚国家队的运动员 (AC9LC10EC04_E2)
		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! (AC9LC10EC04_E3)
		considering the role of voice, pitch and pace to encourage involvement of others in interactions and experimenting with modality to empower themselves and others, for example, 你可以 versus 你一定要; 我可能 versus 我会 (AC9LC10EC04_E4)
		translating information about life in Australia to Chinese readers overseas, considering the audience's cultural experiences in order 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 context such as 澳白咖啡 ('flat white') (AC9LC10EC04_E5)
	apply strategies to interpret and translate spoken, written and non-verbal interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts (AC9LC10EC05)	explaining meaning of scripts and lyrics, and recognising how feelings/emotions are expressed in 'subtle' ways through the use of stylistic devices or symbolism, for example, 月亮代表我的心 (AC9LC10EC05_E1)
		exploring the contexts and implications of terms used to identify others, for example, 老外、华侨、华裔、大陆人、华人、中国人、少数民族 (AC9LC10EC05_E2)
		exploring the use of diverse character-morphemes to express similar ideas, for example, identifying multiple characters for 'food' (饭、菜、食、餐) and organising and classifying words containing these characters to understand their context of use (AC9LC10EC05_E3)
		translating 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。--- 哪里哪里!), recognising that meaning may be implied rather than stated explicitly, for example, the use of 吧 to indirectly reject or refuse others in 我能来看看你吗? --- 不太好吧? (AC9LC10EC05_E4)

		<p>comparing word choices for public signs across languages, and discussing ways language is used to convey rules, expectations, and permission, for example, comparing 闲人免进 to 'Staff Only' (AC9LC10EC05_E5)</p>
		<p>considering the uses of different measure words in Chinese (for example, 小勺 and 茶匙 ; 斤 and 克) when comparing several Chinese translations of the same recipe (AC9LC10EC05_E6)</p>
		<p>exploring ways to interpret and explain key concepts and cultural practices identified in Chinese interactions such as 面子, and experimenting with how to give 面子 in interactions with others (AC9LC10EC05_E7)</p>
		<p>exploring examples of types of simplifications and ways of associating traditional characters with known simplified forms, for example, whole simplifications (为-為), part substitutions (汉-漢) and half simplifications (说-說) (AC9LC10EC05_E8)</p>
		<p>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; recognising traditional characters encountered in their local Chinese communities and noting their simplified character version (AC9LC10EC05_E9)</p>
		<p>using Chinese to translate information of Country/Place and culture of First Nations Australians for an Australian travel guide, advertisement, or to a Chinese exchange student or Pen Pal (AC9LC10EC05_E10)</p>
		<p>analysing Chinese texts alongside their English translations to identify the challenges of translating culture, and developing strategies to overcome these challenges, by asking: What is lost in translation? Why can't we just translate word for word? Why does context matter? (AC9LC10EC05_E11)</p>
	<p>reflect on how intercultural contexts shape meaning in interactions and texts in Chinese and their own</p>	<p>sharing opinions on language used in contemporary media for young people such as music videos and TV series, for example, 我很喜欢学这首歌 · 它的歌词很美 (AC9LC10EC06_E1)</p>
		<p>comparing how the theme of love is represented across different imaginative texts in both Chinese and English, and discussing personal responses, for example, 我觉得这个故事很像...。我不喜欢...因为他..., 如果他像...一样 · 那么 (AC9LC10EC06_E2)</p>

	<p>language (AC9LC10EC06)</p>	<p>identifying and responding to 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 participants' real meaning? Are they just being polite or are their words genuine? (AC9LC10EC06_E3)</p> <p>reflecting on their own language choices in interactions with Chinese speakers and how these may be perceived, for example, considering: Was my communication culturally appropriate? Did I adjust my language and body language to help convey my meaning more appropriately and effectively? How can I seem interested when I am not? (AC9LC10EC06_E4)</p> <p>interacting with Chinese-speaking peers to share aspects of their own identities as young Australians, for example, considering: What aspects of my life and identity would Chinese youth find interesting? How do I want to be perceived or understood? (AC9LC10EC06_E5)</p> <p>reading bilingual signs in places such as restaurants, shops, pools, schools, hospitals and construction sites, and determining the effectiveness of the English translations and possible reasons for such interpretations (AC9LC10EC06_E6)</p> <p>considering the different terms used in the Chinese-speaking world to represent 'Chinese person' 中国人, 华人·华侨·华裔 (AC9LC10EC06_E7)</p>
<p>Creating text in Chinese</p>	<p>create texts for familiar and unfamiliar contexts and purposes, selecting characters text structures and language features to engage different audiences (AC9LC10EC07)</p>	<p>producing multimodal presentations to deliver information about aspects of leisure activities, education or community life, for example, 澳大利亚的运动, and expressing opinions and perspectives, using data and examples to support ideas, for example, 我觉得这个电影很没意思,因为...而且... 所以... (AC9LC10EC07_E1)</p> <p>developing an information kit, supported by visuals, about their local city or region to provide to Chinese visitors via a local tourism website, including details on history, climate, environment, and cultural activities (AC9LC10EC07_E2)</p> <p>providing bilingual captions to explain culturally significant images of First Nations Australian and Chinese scenes, for example, country, landforms, gardens, waterholes, deserts (AC9LC10EC07_E3)</p>

identifying how media convey a sense of 'right' and purpose in the lives of young people and expressing own opinion such as 我觉得他是好人·因为他帮助老人 and reactions to the situations and contexts represented, for example, 如果我是她; 我觉得他最好... (AC9LC10EC07_E4)

portraying a scene from a familiar narrative (creating a skit or short play recounting an event from a well-known novel, etc.) and considering how the main characters represent their experiences and express their emotions through their interactions (AC9LC10EC07_E5)

collaborating to create short performances, such as a skit, about celebrating the Spring Festival, a simple lyric for a song about school life, or a rap about being a student of Chinese (AC9LC10EC07_E6)

composing a creative account of an imagined experience with Chinese visitors to the local community, for example, hosting a Chinese student or taking a tour group to a local sporting event (AC9LC10EC07_E7)

use a range of words, expressions and set phrases or idioms to enhance the cultural authenticity of texts (AC9LC10EC08)

describing scenes, feelings and emotions, for example, 人山人海, 各种各样, 五颜六色· 多姿多彩; 我真高兴! 太棒了! 哎哟·吓死我了! (AC9LC10EC08_E1)

presenting information to others with awareness of audience and context, for example, making appropriate language choices when presenting to adults as compared with presenting to peers, for example, 你叫什么名字? 您贵姓? (AC9LC10EC08_E2)

identifying unacceptable behaviours at school and 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 (AC9LC10EC08_E3)

examining the use of inclusive language and how ideas are framed, for example, the impact of positive versus negative framing on how meaning is interpreted across languages and cultures such as 足下留情, 小草常青 versus 'Keep off the grass' (AC9LC10EC08_E4)

creating a Chinese voiceover 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 (AC9LC10EC08_E5)

using some Chinese *Chengyu* in appropriate circumstances and contexts, such as '一无所有', '九牛一毛' and discussing the impact of a Chinese idiom delivered with precision (AC9LC10EC08_E6)

		<p>collaboratively creating short plays using culturally embedded terms, describing the experiences of characters in different cultures, for example, 《James 在上海》 (AC9LC10EC08_E7)</p> <p>preparing a voiceover text for a video presentation on the Chinese language program or the school environment, discussing possible interpretations of the text from the viewers' perspective and adjusting anything that is unclear before voice recording (AC9LC10EC08_E8)</p>
Understanding language and culture	Understanding systems of language	<p>apply features of the Chinese sound system, and discern differences in patterns of sound and tone in extended Chinese speech (AC9LC10EU01)</p> <p>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 oral discourse, including the range of vowel and consonant combinations, for example, 'qin' versus 'qing' and 'chi' versus 'qi' (AC9LC10EU01_E1)</p> <p>examining the diverse meanings of words that share similar sounds, for example, the many meanings of the sound 'shi' and how to differentiate between 同音词 and 近音词 in different contexts 同意 and 统一 (AC9LC10EU01_E2)</p> <p>comparing examples of regional variation in pronunciation, for example, comparing the Beijing use of 儿 and the southern pronunciation of 'shi' and 'si', and noticing and describing differences in accent and tone when listening to Chinese speakers from diverse regions (AC9LC10EU01_E3)</p> <p>analysing sequences of characters containing a common component or side to determine the features of form, function and predictability within the group, for example, explaining the features of position, phonetic function and range of sounds in the characters 请 清 情 晴 精 睛 猜 (AC9LC10EU01_E4)</p>
		<p>select and use structures and features of the Chinese grammatical and writing systems to enhance meaning (AC9LC10EU02)</p> <p>listening to and viewing texts (celebrity interviews, news reports, documentaries on tourist hot spots, etc.) and obtaining the gist by focusing on familiar, anticipated items in a flow of words such as names of people and places, time and date, attitude and opinions (AC9LC10EU02_E1)</p> <p>comparing ways in which tense is expressed, for example, 了 to indicate completion; 完 to indicate the achievement of a desired result; 想 to indicate intention; the use of verb negation 没有 to indicate negative past; 正在 to indicate action in progress (AC9LC10EU02_E2)</p> <p>exploring the uses of diverse time expressions and ways to sequence events in time, for example, 先...然后...; ...就...; 了...就...; 才; 第一; 然后 (AC9LC10EU02_E3)</p> <p>comparing the functions of prepositions and discussing the importance of context when determining their meanings in texts, for example, 跟; 对; 给 (AC9LC10EU02_E4)</p>

	developing ideas using nuanced structures, for example, using different ways to negate depending on degree of formality or emphasis (我不是... ; 我哪儿有... ? ; 我没有办法... ; 我不能... ; 不行; 别; 不准) (AC9LC10EU02_E5)
	exploring and 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... (AC9LC10EU02_E6)
	indicating necessity, for example, 需要, 必须, 必要, 得 (AC9LC10EU02_E7)
	using modal adverbs, for example, 很, 更, 最, 非常, 挺... 的, 太... 了 (AC9LC10EU02_E8)
	comparing the functions of prepositions and discussing the importance of context when determining their meanings in texts, for example, 跟, 对, 给 (AC9LC10EU02_E9)
use metalanguage to reflect on and evaluate Chinese texts, and to compare language structures and features in Chinese and English (AC9LC10EU03)	analysing and explaining the organisation and development of ideas or an argument in a range of genres, including textual features such as paragraphing (AC9LC10EU03_E1)
	applying understanding of genre to determine the purpose and intended message of a text, for example, the use of markers 第一步 and 第二步 in a recipe for fried rice (AC9LC10EU03_E2)
	recognising the purposes of texts and analysing features of format and language used, for example, in a diary, letter or advertisement (AC9LC10EU03_E3)
	comparing features of narrative, recount, report and procedural texts to identify ways in which information is structured and sequenced for particular purposes (AC9LC10EU03_E4)
	noticing tone changes and reflecting on the impact on developing fluency when speaking, for example, noticing: Do my words sound less forced and more natural? (AC9LC10EU03_E5)
	exploring the role of emphasis, stress and rhythm in expressing subtle meanings in interactions in Chinese and English (AC9LC10EU03_E6)
	describing orthographic features of new characters encountered, including the structure, sequence and relationship of components (AC9LC10EU03_E7)

Understanding the interrelationship of language and culture	analyse and explain connections between Chinese language and culture in shaping meaning, values and identity (AC9LC10EU04)	exploring the use of classical language such as 成语 and how this refines the style of writing when comparing 口语 and 书面语, for example, 她很漂亮 and 她貌美如花 (AC9LC10EU04_E1)
		exploring the ways in which English words and phrases are incorporated into everyday communication in Chinese in digital media, for example, English expressions of emotion used in chat forums and text messaging 去 happy 吧, and Pinyin abbreviations replacing characters L P = 老婆 (AC9LC10EU04_E2)
		exploring the nature and use of common idioms 成语, identifying their meanings and recognising how they can be used to add a sense of style to everyday communication, for example, 年年有余、人山人海 (AC9LC10EU04_E3)
		examining how globalisation is impacting on Chinese values and language use, for example, how responses to praise are shifting to reflect a western concept of gratitude 谢谢 rather than the modesty of the past 哪里哪里 (AC9LC10EU04_E4)
		reading texts consisting of 名人名言 (for example, 孔子说...), and discussing the cultural meaning of the quote 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 (AC9LC10EU04_E5)
		analysing and evaluating how identity is expressed across First Nations Australian languages and cultures and Chinese language and culture, such as, the idea of 'belonging' and the importance of cultural group or family membership (AC9LC10EU04_E6)
		investigating the use of internet language, including numerical representations of words such as 55555 = 呜呜他在哭 as a means of private communication among youth (AC9LC10EU04_E7)
		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 (AC9LC10EU04_E8)
	reflect on Chinese culture, beliefs, attitudes and values,	interacting with Chinese-speaking peers to share aspects of their own identities as young Australians, for example, considering: What aspects of my life and identity would Chinese youth find interesting? How do I want to be perceived or understood? (AC9LC10EU05_E1)

identifying differences between these and students' own (AC9LC10EU05)

exploring how cultural concepts of family and the importance of one's sense of connection to others influence use of language (AC9LC10EU05_E2)

analysing the impact on language use of context and relationships between participants, for example, discussing how concepts such as face 面子 and connections 关系 are reflected in interactions between Chinese speakers (AC9LC10EU05_E3)

identifying and reflecting on choices made in interactions in Chinese with people from different generations, for example, identifying changes in greetings 吃饭了没有、拜拜、嗨 and forms of address 同志、小姐、师傅 over time (AC9LC10EU05_E4)

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 with 老外都很奇怪 (AC9LC10EU05_E5)

reflecting on the values of one culture when communicating in another, for example, differences in the use and frequency of 'thank you' and 谢谢 (AC9LC10EU05_E6)

interviewing or hearing from First Nations Australians about the importance of spirituality, beliefs, kinship structures and cultural obligations and their impact on identity and analysing the extent to which these also impact Chinese speaking people's identity (AC9LC10EU05_E7)

reflecting on their own language choices in interactions with 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 appropriately and effectively? How can I seem interested when I am not? (AC9LC10EU05_E8)