

CHINESE

K–10

DRAFT SYLLABUS FOR  
CONSULTATION

15 AUGUST – 25 SEPTEMBER 2016

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# BOSTES K–10 SYLLABUS DEVELOPMENT PROCESS

The BOSTES process for the development of K–10 syllabuses to include Australian curriculum content involves expert writers and opportunities for broad consultation with teachers and other stakeholder groups in order to receive the highest quality advice from across the education community.

This project will follow the BOSTES syllabus development process, recognising the substantial review and development work that the Australian Curriculum, Assessment and Reporting Authority (ACARA), together with all states and territories has undertaken.

The *Languages K–10 Framework* forms the basis for the development of the *Chinese K–10 Draft Syllabus* and is structured according to the elements of a K–10 syllabus.

Each subsection of the *Chinese K–10 Draft Syllabus* addresses a syllabus component and includes an explanation of the component's purpose.

## ASSISTING RESPONDENTS

The following icons are used to assist respondents:

 for your information	This icon indicates general information that assists in reading or understanding the information contained in the document. Text introduced by this icon will not appear in the final syllabus.
 consult	This icon indicates material on which responses and views are sought through consultation.

# INTRODUCTION

## THE K–10 CURRICULUM

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) syllabuses are developed with respect to some overarching views about education. These include the *BOSTES K–10 Curriculum Framework* and *Statement of Equity Principles* and the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

BOSTES syllabuses include agreed Australian curriculum content and content that clarifies the breadth and depth of learning and scope for Languages. The Australian curriculum achievement standards underpin the syllabus outcomes and the Stage statements for Early Stage 1 to Stage 5.

In accordance with the *K–10 Curriculum Framework* and the *Statement of Equity Principles*, the *Languages K–10 Framework* takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It outlines clear standards of what students are expected to know and be able to do in K–10. It provides structures and processes by which teachers can provide continuity of study for all students.

The *K–10 Curriculum Framework* also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students in all learning areas to succeed in and beyond their schooling.

The continued relevance of the *NSW K–10 Curriculum Framework* is consistent with the intent of the *Melbourne Declaration on the Educational Goals for Young Australians* (December 2008), which sets the direction for Australian schooling for the next ten years. There are two broad goals:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The way in which learning in the *Chinese K–10 Syllabus* will contribute to the curriculum, and to students' achievement of the broad learning outcomes, will be outlined in the syllabus rationale.

## DIVERSITY OF LEARNERS

The *Chinese K–10 Draft Syllabus* is inclusive of the learning needs of all students. Syllabuses will be designed to accommodate teaching approaches that support student diversity under the sections: Students with special education needs; Gifted and talented students; Students learning English as an additional language or dialect; Students with prior language learning.

## STUDENTS WITH SPECIAL EDUCATION NEEDS

All students are entitled to participate in and progress through the curriculum. Schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students. Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student to access syllabus outcomes and content and demonstrate achievement of outcomes.

Students with special education needs can access the K–10 outcomes and content in a range of ways. Students may engage with:

- syllabus outcomes and content with adjustments to teaching, learning and/or assessment activities
- selected outcomes and content appropriate to their learning needs
- outcomes from an earlier Stage, using age-appropriate content
- selected Years 7–10 Life Skills outcomes and content appropriate to their learning needs.

Decisions regarding adjustments should be made in the context of collaborative curriculum planning with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Further information can be found in support materials for:

- Languages
- Special education needs
- Life Skills Years 7–10.

## GIFTED AND TALENTED STUDENTS

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted students.

Generally, gifted students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness. Gifted and talented students may also possess learning difficulties and/or disabilities that should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents and students with reference to documents and advice available from BOSTES and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

## STUDENTS LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of Standard Australian English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of the *Chinese K–10 Syllabus* through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

## STUDENTS WITH PRIOR LANGUAGE LEARNING AND/OR EXPERIENCE

Students can commence language study at any point along the K–8 continuum and with a range of prior language experiences which include either the language of the syllabus or a different language. They may have engaged with a language in either formal or less formal contexts. They may have been exposed to a language through family members or student exchange. Students have started school as mono-, bi- or plurilinguals. The *Chinese K–10 Syllabus* aims to provide sufficient flexibility through the differentiation of teaching and learning strategies, including content for students with prior learning, to cater for the learning needs of all students.

# CHINESE KEY

The following codes and icons are used in the *Chinese K–10 Draft Syllabus*.

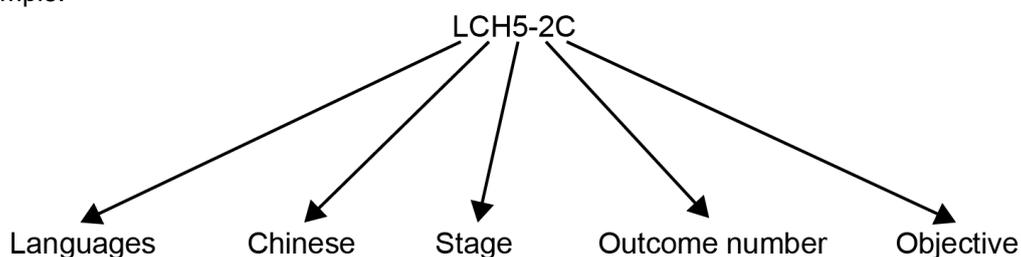
## OUTCOME CODING

Syllabus outcomes will be coded in a consistent way. The code identifies the language, stage, outcome number and the way content is organised.

Early Stage 1 to Stage 5 are represented by the following codes:

Stage	Code
Early Stage 1	e
Stage 1	1
Stage 2	2
Stage 3	3
Stage 4	4
Stage 5	5

In the Chinese syllabus, outcome codes indicate subject, stage and outcome number and objective. For example:

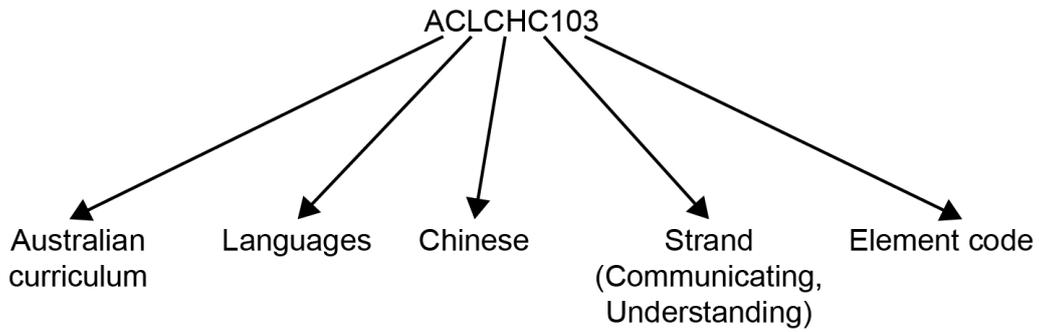


Outcome code	Interpretation
LCH2-1C	Languages, Chinese, Stage 2 - Outcome number 1 (Communicating)
LCH5-7U	Languages, Chinese, Stage 5 - Outcome number 7 (Understanding)
LCHLS-2C	Languages, Chinese, Life Skills - Outcome number 2 (Communicating)

# CODING OF AUSTRALIAN CURRICULUM CONTENT

The syllabus will contain Australian curriculum content descriptions for Chinese in a generic form with Australian curriculum codes in brackets at the end of each generic content description that relates to the Chinese curriculum, for example:

- Initiate interactions with teacher and peers, exchange information and opinions on a range of topics (ACLCHC081)



Where a number of content descriptions are jointly represented, all description codes are included, eg (ACLCHC035, ACLCHU036, ACLCHU037).

# LEARNING ACROSS THE CURRICULUM ICONS

Learning across the curriculum content, including the cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the *Chinese K–10 Draft syllabus*.

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## Cross-curriculum priorities

- 
-  Aboriginal and Torres Strait Islander histories and cultures
  -  Asia and Australia's engagement with Asia
  -  Sustainability

---

## General capabilities

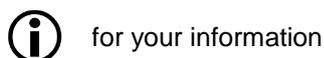
- 
-  Critical and creative thinking
  -  Ethical understanding
  -  Information and communication technology capability
  -  Intercultural understanding
  -  Literacy
  -  Numeracy
  -  Personal and social capability

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## Other learning across the curriculum areas

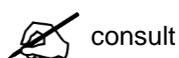
- 
-  Civics and citizenship
  -  Difference and diversity
  -  Work and enterprise
-

# RATIONALE



The rationale describes the distinctive nature of the subject and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum, including:

- why the subject exists
- the theoretical underpinnings
- what makes the subject distinctive
- why students study the subject
- how it contributes to the purpose of the K–10 Curriculum Framework
- how it prepares students for further schooling.



Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and to broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world.

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second language learners. Learning languages increases metalinguistic awareness, strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Chinese is the language of communication of approximately one quarter of the world's population and is one of the official languages of the United Nations. Chinese is recognised as one of the fastest growing languages in NSW and has one of the largest groups of non-English background speakers in Australia.

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

Chinese has been taught in Australian schools since the 1950s and experienced rapid growth in the 1980s. Chinese is recognised as an important language for young Australians to learn during their schooling, as Australia progresses towards a future of increased trade and engagement with Asia. Schools cater for increasingly varied cohorts of Chinese language learners, from non-background learners to overseas-born Chinese speakers.

The ability to communicate in Chinese contributes significantly to socio-cultural understanding between Australia and Chinese-speaking countries and areas, and enables students to gain insights into the contributions that have been made by Chinese-speaking communities to Australian, and indeed, to global society. For background speakers, this valuable learning experience is further enhanced by the opportunity to maintain and develop their Chinese language skills and understanding of their cultural heritage.

The rich linguistic and cultural diversity of NSW, to which Chinese-speaking communities contribute significantly, provides an educational environment where the study of languages and cultures is valued as a unique and integral part of the K–10 curriculum.

Through learning languages, students acquire communication skills and extend their literacy repertoires. They develop an intercultural capability and an understanding of the role of language and culture in communication, and become more accepting of diversity and difference. They develop their understanding of their own participation and ways of being in the world, and reflect on their own heritage, values, culture and identity.

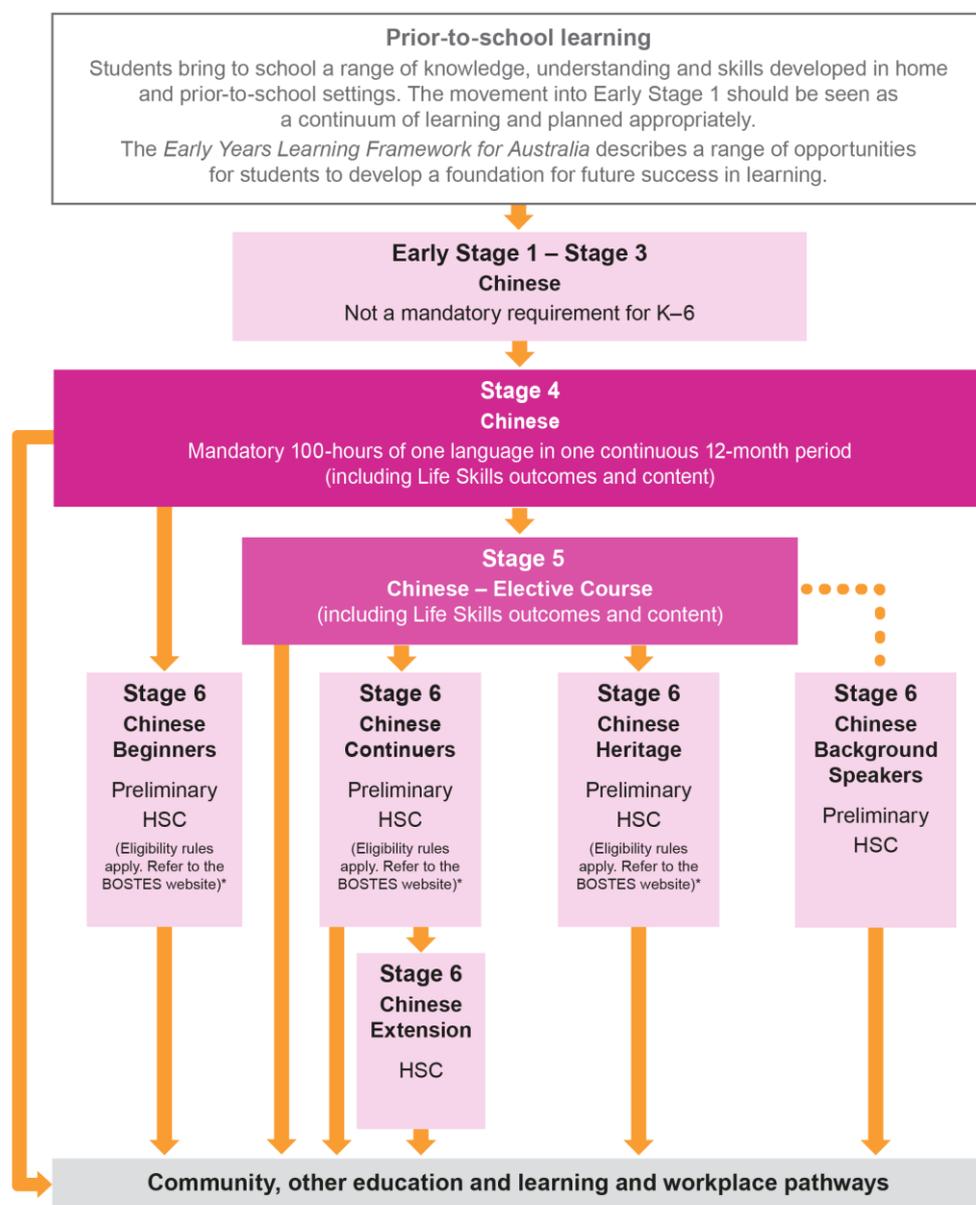
The study of Chinese in Kindergarten to Year 10 prepares students to engage with one of the differentiated Chinese syllabuses available for study in Stage 6, and for future employment, within Australia and internationally, in areas such as commerce, tourism, hospitality, education and international relations.

# THE PLACE OF THE CHINESE K–10 SYLLABUS IN THE K–12 CURRICULUM

 for your information

NSW syllabuses include a diagram that illustrates how the syllabus relates to the learning pathways K–12. This section places the K–10 syllabus in the K–12 curriculum as a whole.

 consult



\* Refer to the Eligibility for Stage 6 Languages Courses for more information.

# AIM



for your information

In NSW syllabuses, the aim provides a succinct statement of the overall purpose of the syllabus. It indicates the general educational benefits for students from programs based on the syllabus.

The aim, objectives, outcomes and content of a syllabus are clearly linked and sequentially amplify details of the intention of the syllabus.

The aim of Chinese in Years K–10 is to enable students to communicate with others in Chinese, and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others.

# OBJECTIVES

 for your information

In NSW syllabuses, objectives provide specific statements of the intention of a syllabus. They amplify the aim and provide direction to teachers on the teaching and learning process emerging from a syllabus. They define, in broad terms, the knowledge, understanding, skills, values and attitudes to be developed through study in the subject. They act as organisers for the intended outcomes.

## KNOWLEDGE, UNDERSTANDING AND SKILLS

### COMMUNICATING

Students communicate in Chinese by:

- **interacting** – exchanging information, ideas and opinions, and planning, negotiating and taking action
- **accessing and responding** – obtaining, processing and conveying information through a range of spoken, written, digital and/or multimodal texts
- **composing** – creating spoken, written, bilingual, digital and/or multimodal texts.

### UNDERSTANDING

Students understand and analyse in Chinese or English:

- **systems of language** – understanding the language system, including sound, writing, grammar and text structure
- **language variation and change** – understanding and reflecting on how languages vary in use (standard and non-standard varieties) and change over time and place
- **the role of language and culture** – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity.

The Communicating and Understanding strands are interdependent and one or more of the objectives may be emphasised at any given time, depending on the language and the stage of learning

## VALUES AND ATTITUDES

Students:

- develop an interest in and enjoyment of language learning
- appreciate and value their own heritage, culture and identity
- appreciate and respect the culture, beliefs and values of others through language learning.

Values and attitudes are an integral part of the teaching and learning process. They are distinct from knowledge, understanding and skills objectives and are not written with stage outcomes. Values and attitudes should not be included in the assessment of student achievement of knowledge, understanding and skills.

# OUTCOMES

 for your information

In NSW syllabuses, outcomes provide detail about what students are expected to achieve at the end of each stage in relation to the objectives. They indicate the knowledge, understanding and skills expected to be gained by most students as a result of effective teaching and learning. They are derived from the objectives of the *Chinese K–10 Draft Syllabus*.

 consult

## TABLE OF OBJECTIVES AND OUTCOMES – CONTINUUM OF LEARNING

### COMMUNICATING

<b>Objective – Communicating</b> Students communicate in Chinese by: <b>interacting</b> – exchanging information, ideas and opinions, and planning, negotiating and taking action					
<b>Early Stage 1 outcomes</b> A student:	<b>Stage 1 outcomes</b> A student:	<b>Stage 2 outcomes</b> A student:	<b>Stage 3 outcomes</b> A student:	<b>Stage 4 outcomes</b> A student:	<b>Stage 5 outcomes</b> A student:
<b>LCHe-1C</b> interacts in simple exchanges in Chinese	<b>LCH1-1C</b> participates in play-based learning and classroom routines in Chinese	<b>LCH2-1C</b> participates in guided classroom activities in Chinese	<b>LCH3-1C</b> interacts with others in Chinese to exchange information and to engage in classroom activities	<b>LCH4-1C</b> uses Chinese to interact, plan and take action	<b>LCH5-1C</b> manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and to plan, negotiate and take action

<b>Objective – Communicating</b>					
Students communicate in Chinese by:					
<b>accessing and responding</b> – obtaining, processing and conveying information through a range of spoken, written, digital and/or multimodal texts					
<b>Early Stage 1 outcomes</b> A student:	<b>Stage 1 outcomes</b> A student:	<b>Stage 2 outcomes</b> A student:	<b>Stage 3 outcomes</b> A student:	<b>Stage 4 outcomes</b> A student:	<b>Stage 5 outcomes</b> A student:
<b>LCHe-2C</b> engages with Chinese texts	<b>LCH1-2C</b> identifies key words and information in simple texts	<b>LCH2-2C</b> locates and classifies information in texts	<b>LCH3-2C</b> obtains and organises information from texts, using contextual and other clues	<b>LCH4-2C</b> identifies main ideas and obtains information in texts	<b>LCH5-2C</b> obtains and interprets information from a range of texts
<b>LCHe-3C</b> responds to spoken and visual texts through actions, gestures, single words or phrases	<b>LCH1-3C</b> presents information using a range of supports	<b>LCH2-3C</b> presents information using modelled language	<b>LCH3-3C</b> presents information in different formats	<b>LCH4-3C</b> uses Chinese to present information and ideas in a range of formats for different audiences	<b>LCH5-3C</b> manipulates Chinese to present information, opinions and ideas in a range of formats for specific audiences, purposes and contexts

**Objective – Communicating**

Students communicate in Chinese by:

**Composing** – creating spoken, written, bilingual, digital and/or multimodal texts

<b>Early Stage 1 outcomes</b> A student:	<b>Stage 1 outcomes</b> A student:	<b>Stage 2 outcomes</b> A student:	<b>Stage 3 outcomes</b> A student:	<b>Stage 4 outcomes</b> A student:	<b>Stage 5 outcomes</b> A student:
<b>LCHe-4C</b> composes texts in Chinese using visual supports and other scaffolds	<b>LCH1-4C</b> composes simple texts in Chinese using modelled language	<b>LCH2-4C</b> composes texts in Chinese using modelled language and sample sentence patterns	<b>LCH3-4C</b> composes imaginative and informative texts in Chinese incorporating familiar language	<b>LCH4-4C</b> applies a range of linguistic structures to compose imaginative and informative texts in Chinese in a range of formats for different audiences	<b>LCH5-4C</b> experiments with linguistic patterns and structures to compose imaginative and informative texts in Chinese in different formats for a range of audiences, purposes and contexts

## UNDERSTANDING

<b>Objective – Understanding</b>					
Students understand and analyse in Chinese or English:					
<b>systems of language</b> – understanding the language system, including sound, writing, grammar and text structure					
<b>Early Stage 1 outcomes</b> A student:	<b>Stage 1 outcomes</b> A student:	<b>Stage 2 outcomes</b> A student:	<b>Stage 3 outcomes</b> A student:	<b>Stage 4 outcomes</b> A student:	<b>Stage 5 outcomes</b> A student:
<b>LCHe-5U</b> recognises spoken and written Chinese	<b>LCH1-5U</b> recognises and reproduces the sounds of Chinese understanding how they are represented in the written form	<b>LCH2-5U</b> recognises intonation patterns of Chinese	<b>LCH3-5U</b> applies key features of Chinese pronunciation and intonation, and apply basic writing conventions	<b>LCH4-5U</b> applies Chinese pronunciation and intonation patterns and writing conventions	<b>LCH5-5U</b> demonstrates how Chinese pronunciation, intonation and writing conventions are used to convey meaning
	<b>LCH2-6U</b> recognises language patterns in statements, questions and commands	<b>LCH2-6U</b> demonstrates understanding of elements of grammar in familiar language patterns	<b>LCH3-6U</b> demonstrates understanding of grammatical structures	<b>LCH4-6U</b> recognises and manipulates familiar grammatical structures	<b>LCH5-6U</b> analyses the function of complex grammatical structures
<b>LCHe-6U</b> recognises that there are different kinds of texts	<b>LCH1-7U</b> recognises features of familiar texts	<b>LCH2-7U</b> demonstrates an awareness of purpose and audience in texts	<b>LCH3-7U</b> recognises variations in linguistic and structural elements in familiar texts	<b>LCH4-7U</b> identifies linguistic and structural conventions and cultural influences in a range of texts	<b>LCH5-7U</b> analyses the effects of linguistic and structural features in texts

<p><b>Objective – Understanding</b>  Students understand and analyse in Chinese or English:  <b>language variation and change</b> – understanding and reflecting on how languages vary in use (standard and non-standard varieties) and change over time and place</p>					
<p><b>Early Stage 1 outcomes</b>  A student:</p>	<p><b>Stage 1 outcomes</b>  A student:</p>	<p><b>Stage 2 outcomes</b>  A student:</p>	<p><b>Stage 3 outcomes</b>  A student:</p>	<p><b>Stage 4 outcomes</b>  A student:</p>	<p><b>Stage 5 outcomes</b>  A student:</p>
<p><b>LCHe-7U</b>  recognises that languages borrow words from each other</p>	<p><b>LCH1-8U</b>  recognises similarities between Chinese and other languages</p>	<p><b>LCH2-8U</b>  identifies changes in Chinese due to contact with other languages</p>	<p><b>LCH3-8U</b>  explores how Chinese is influenced by and influences other languages</p>	<p><b>LCH4-8U</b>  examines how Chinese interacts with other languages and cultures</p>	<p><b>LCH5-8U</b>  analyses the impact on Chinese of social, cultural and intercultural influences</p>

<p><b>Objective – Understanding</b>  Students understand and analyse in Chinese or English:  <b>role of language and culture</b> – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity</p>					
<p><b>Early Stage 1 outcomes</b>  A student:</p>	<p><b>Stage 1 outcomes</b>  A student:</p>	<p><b>Stage 2 outcomes</b>  A student:</p>	<p><b>Stage 3 outcomes</b>  A student:</p>	<p><b>Stage 4 outcomes</b>  A student:</p>	<p><b>Stage 5 outcomes</b>  A student:</p>
<p><b>LCHe-8U</b>  recognises that other languages are spoken in their immediate environment and the world</p>	<p><b>LCH1-9U</b>  recognises similarities differences and between Chinese and their own language and culture</p>	<p><b>LCH2-9U</b>  recognises terms and expressions in Chinese that reflect cultural practices, and make comparisons with their own and other communities</p>	<p><b>LCH3-9U</b>  makes connections between their own cultural practices and language use and those of Chinese-speaking communities</p>	<p><b>LCH4-9U</b>  recognises that language use reflects cultural ideas and is shaped by the values and beliefs of a community</p>	<p><b>LCH5-9U</b>  explains and reflects on the interrelationship between language, culture and identity</p>

# STAGE STATEMENTS

 for your information

In NSW syllabuses stage statements summarise the knowledge, understanding, skills, values and attitudes developed by students as a result of achieving the outcomes for each stage of learning.

Australian curriculum achievement standards underpin the development of the stage statements.

 consult

Stage statements are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for the relevant Stage of learning.

## PRIOR-TO-SCHOOL LEARNING

Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned for appropriately.

The *Early Years Learning Framework for Australia* describes a range of opportunities for students to learn and develop a foundation for future success in learning.

The *Early Years Learning Framework for Australia* has five learning outcomes that reflect contemporary theories and research evidence about children's learning. The outcomes are used to guide planning and to assist all children to make progress.

The outcomes are:

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

In addition, teachers need to acknowledge the learning that children bring to school, and plan appropriate learning experiences that make connections with existing language and literacy development, including language used at home.

## EARLY STAGE 1

By the end of Early Stage 1 students interact in Chinese with their peers and teacher through action-related talk and play-based activities. They exchange greetings and respond to simple instructions, question cues and spoken and visual texts with actions, gestures, single words or phrases. They use formulaic Chinese phrases for everyday interactions such as thanking or apologising. They participate in shared listening, reading or viewing of texts such as Big Book stories, using pictures and contextual clues to help make meaning, and responding through actions, drawing and singing. Students identify key words in spoken texts, such as names of people or objects, and match simple words to pictures,

such as classroom objects. They compose their own spoken texts with teacher support, using scaffolds and visual support, such as photos, to convey simple information about themselves or their family.

Students recognise that Chinese sounds different to English, and mimic Chinese pronunciation, approximating sounds. They understand that there are different kinds of texts, such as songs, labels and captions, and recognise Chinese in the written form. They identify words in English that are borrowed from Chinese and vice versa. They understand that Chinese is used in China and other places in the world, including Australia, and explore different languages that are used by their peers or family, or in their local community. They have a growing awareness of the culture of Chinese-speaking communities, and identify some Chinese cultural practices that are similar or different to their own.

### **Students with prior learning and/or experience**

Students with prior learning and/or experience of Chinese have more developed communicative skills and knowledge and understanding of language and culture. They interact in Chinese with their peers and teacher by exchanging greetings, responding to questions and instructions and taking turns in class activities. They identify key words and specific information in simple spoken and visual texts, and share information, using illustrations and gestures to support meaning. They compose simple spoken and visual texts, using illustrations and actions. Students recognise the tonal nature of Chinese, and apply different tones to familiar words to express different meanings. They recognise, trace and copy familiar characters. They share information about their family background, and their own prior learning and/or experience of Chinese.

## **STAGE 1**

By the end of Stage 1 students interact in Chinese with their peers and teacher to exchange greetings and simple information. They use Chinese in play-based learning contexts, classroom routines and structured conversations, using modelled language. They identify key words and information in simple texts, such as stories, songs and rhymes, and convey information, using key words, phrases, gestures, objects and other supports. Students compose simple texts in Chinese using modelled language, and create bilingual labels and captions for objects and visual texts.

Students reproduce the sounds of spoken Chinese, recognising the four tones and how they can change the meaning of words. They understand how sounds are represented in the written form, making connections with Pinyin. They recognise and copy familiar characters, and identify key elements of grammar in simple statements, questions and commands. They identify features of familiar texts, such as a movie poster, and variations in language use when greeting and addressing different people. Students recognise that Chinese and English borrow words and expressions from each other and other languages. They understand that Chinese is an international language, and that there are many Chinese-speaking communities in Australia and around the world. They reflect on similarities and differences between Chinese and their own language and culture.

### **Students with prior learning and/or experience**

Students with prior learning and/or experience of Chinese have more developed communicative skills and knowledge and understanding of language and culture. They interact with their peers and teacher by introducing themselves and expressing their needs, wishes, likes and dislikes in Chinese. They participate in classroom routines and guided activities by responding to questions, following instructions and seeking permission. They obtain, organise and share key points of information from simple spoken, written, digital and visual texts, and compose simple texts, using modelled sentence structures and illustrations to support meaning. Students apply pronunciation, stress and phrasing, identifying the four tones and comparing consonant and vowel sounds. They copy familiar characters,

and recognise parts of speech and basic word order in simple texts. They understand that the ways in which people use language reflect their culture, and relate to where and how they live and what is important to them. They reflect on the role of Chinese language and culture in their own lives.

## STAGE 2

By the end of Stage 2 students interact in Chinese with their peers and teacher to exchange information, follow instructions and collaborate in guided classroom activities. They locate and classify information in texts, such as advertisements, menus or maps, and present information using modelled language and graphic, visual or digital supports. They compose texts in Chinese, using familiar words, formulaic expressions and modelled language, and create bilingual texts, such as descriptions and signs, for the classroom.

Students reproduce pronunciation and intonation patterns, recognising the tone-syllable nature of spoken Chinese and identifying sound-Pinyin relationships. They write simple texts using high-frequency characters, and identify basic elements of grammar in familiar language patterns. They identify language features and textual conventions in familiar texts, recognising purpose and audience, and variations in language use according to mode of delivery and context. Students give examples of changes in Chinese due to contact with other languages. They identify terms and expressions in Chinese that reflect cultural practices, and make comparisons with their own and other communities. They understand that ways of communicating and behaving reflect aspects of personal identity.

### **Students with prior learning and/or experience**

Students with prior learning and/or experience of Chinese have more developed communicative skills and knowledge and understanding of language and culture. They interact in Chinese with their peers and teacher to share information, experiences and feelings, and collaborate in tasks and activities that involve planning and simple transactions. They obtain and organise information from spoken, written, digital and visual texts, and convey information relating to different contexts in spoken, written and digital modes, using models. They compose texts using formulaic expressions, modelled language and visual supports, and create bilingual texts such as signs and notices, digital picture dictionaries or word banks for the classroom and school community. Students apply tonal features of spoken Chinese, recognising how syllables are decoded from and encoded into Pinyin. They identify the form and composition of and spacing between characters, relating components and their positions to meaning and sound. They apply their knowledge of grammatical elements to describe actions, people and objects. They reflect on their experiences when interacting in Chinese and English-speaking contexts, identifying similarities and differences in language use and behaviours.

## STAGE 3

By the end of Stage 3 students interact with others in Chinese to exchange information about their personal world. They engage in classroom activities and collaborate with their peers to plan a group activity or shared event. They obtain and organise information from a range of written, spoken and digital texts, using contextual and other clues to elicit meaning, and present information in different formats for specific audiences. They compose imaginative and informative texts, using familiar language and scaffolds, for a variety of purposes and audiences, and create bilingual texts, such as signs, games, displays, websites or word banks, for the school community.

Students use key features of pronunciation and intonation, recognising stress and phrasing, and make connections with the spelling and tone marks of Pinyin. They write texts using familiar characters, and applying basic writing conventions. They understand the systematic nature of

Chinese rules, and use basic grammatical structures to present information. They identify how linguistic and structural features in familiar texts vary according to audience and purpose, mode of delivery and context. Students explore how Chinese is influenced by and influences other languages, recognising that there is diversity within the Chinese language. They describe aspects of their own identity, making comparisons between their own cultural practices and language use and those of Chinese-speaking communities, and considering how this affects intercultural communication.

### **Students with prior learning and/or experience**

Students with prior learning and/or experience of Chinese have more developed communicative skills and knowledge and understanding of language and culture. They initiate interactions in Chinese with others to exchange information, ideas and opinions, and collaborate with peers in shared tasks and experiences to make choices and arrangements, organise events and complete transactions. They obtain, classify and respond to information from a range of texts, and convey ideas and information in a variety of formats for different audiences. They compose imaginative and informative texts for a range of purposes and audiences, and create bilingual texts and resources for their own language learning and the school community. Students apply Chinese pronunciation and intonation, identifying the use of tone, intonation and stress to express emotion, opinion and attitude. They explain the form and function of character components, identifying the contextual meaning of individual syllables or characters. They apply basic structures and features of Chinese grammar to present information and elaborate on meaning. They reflect on their experiences in Chinese and English-speaking contexts, discussing adjustments made when moving from English to Chinese and vice versa.

## **STAGE 4**

By the end of Stage 4 students interact with others in Chinese to exchange information on a range of topics. They ask and respond to a range of questions and give opinions. They engage in collaborative tasks and activities that involve making plans and arrangements.

Students identify main ideas and specific information in a range of written, spoken and digital texts and present information and ideas in a range of formats for different audiences. They plan, draft and present imaginative and informative texts with the support of stimulus materials and modelled language, and create bilingual texts and learning resources.

Students apply Chinese pronunciation and intonation patterns in a range of sentence types and vocabulary, discriminating the use of tones, rhythm and sound flow, and making connections with Pinyin. They read and write familiar Chinese characters, identifying how character structure, position and component sequences relate the form of a character to its particular sound and meaning. They understand elements of Chinese grammar, such as word order and sentence construction. Students identify features of familiar spoken, written and multimodal texts, understanding how language use varies according to context, purpose, mode of delivery and the roles and relationships of participants.

Students examine how Chinese influences and is influenced by other languages and cultures, identifying borrowed words used in Chinese and English, and Chinese words and phrases that have emerged in response to new technology. They explore connections between language and culture in particular words, expressions and communicative behaviours, recognising values that are important to Chinese-speaking communities. Students share their reactions to intercultural experiences, considering how their own ways of communicating and expressing identity are shaped by the values and beliefs of their community.

### **Students with prior learning and/or experience**

Students with prior learning and/or experience of Chinese have more developed communicative skills and knowledge and understanding of language and culture. They initiate and sustain interactions in

Chinese on a range of topics and issues, and engage in collaborative tasks and activities that involve planning, making decisions and shared transactions. They obtain and analyse information from a range of written, spoken and digital texts, and convey information and ideas on a variety of topics, events or experiences. They compose imaginative and informative texts in different formats according to purpose and audience. They apply Chinese pronunciation and intonation patterns, examining differences in sounds and tones, and patterns of sound flow in speech. They use familiar characters in simple texts, inferring meaning from common character components or the position of components, and apply elements of Chinese grammar and sentence structure to express ideas. Students explore the impact of technology on Chinese and how Chinese has changed over time through interaction with other languages and cultures. They explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures. They reflect on how their own biography, including family origins, traditions and beliefs, impacts on their sense of identity and ways of communicating.

### **Students with a background in Chinese**

Students with a background in Chinese have more sophisticated communicative skills and knowledge and understanding of language and culture. They exchange information, opinions and preferences relating to social issues and cultural experiences, and engage in collaborative tasks that involve negotiating, solving problems and justifying decisions. They access and evaluate information in a range of written, spoken and digital texts, and convey information, ideas and perspectives on a range of topics, events or experiences, using different presentation modes for particular audiences. Students compose imaginative and informative texts in a range of formats according to purpose and audience. They apply the Chinese sound system, explaining phonological and tonal features, and use an increasing range of characters in texts, identifying the form and function of components in individual characters. They apply their knowledge of Chinese grammar to organise and elaborate on ideas and opinions. Students explore the impact of technology on Chinese and how Chinese has changed over time through interaction with other languages and cultures. They analyse ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures. They reflect on how and why being a speaker of Chinese contributes to their sense of identity and is important to their Chinese cultural heritage.

## **STAGE 5**

By the end of Stage 5 students initiate and sustain interactions with others in Chinese to share information, ideas and opinions. They participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems.

Students obtain and interpret information from a range of written, spoken, visual or multimodal texts, and present information, opinions and ideas on a range of issues in different formats for specific audiences, purposes and contexts. They plan, draft and present imaginative and informative texts in a range of formats to express ideas, attitudes and values, and create bilingual texts and resources for the school and wider community.

Students apply pronunciation, intonation and phrasing patterns of spoken Chinese, recognising variations in sound and tone patterns according to the age, gender and regional background of speakers. They use their knowledge of character form and function to infer the sound and meaning of unfamiliar characters, and apply complex grammatical structures to present information and express ideas and opinions. Students analyse the effects of linguistic and structural features in texts, understanding their interrelationship between context, purpose and audience. They explain how and why language use varies according to social and cultural contexts, relationships between participants and textual purpose.

Students analyse the impact on Chinese of social, cultural and intercultural influences, including media, technology, globalisation and popular culture. They understand that language, culture and communication are interrelated and shaped by each other. They reflect on their intercultural experiences, recognising how cultural identity influences ways of communicating, thinking and behaving.

### **Students with prior learning and/or experience**

Students with prior learning and/or experience of Chinese have more developed communicative skills and knowledge and understanding of language and culture. They initiate and sustain interactions in Chinese with others to discuss and debate ideas and points of view, and obtain, interpret and evaluate information, ideas and opinions from a range of texts. They convey information and ideas from different perspectives and compose a range of imaginative and informative texts in a variety of formats for specific audiences, purposes and contexts. Students explain variations in intonation and stress in interactions in various contexts, and use their knowledge of character form and function to infer the sound and meaning of unfamiliar characters in texts. They understand how sophistication in expression can be achieved by using complex grammatical structures, including a variety of verb and adjective conjugations. They research the phenomenon of language change in Chinese-speaking communities, analysing and comparing language use of previous generations with contemporary use. They analyse the reciprocal relationship between language, culture and communication, and how this relationship reflects values, attitudes and beliefs.

### **Students with a background in Chinese**

Students with a background in Chinese have more sophisticated communicative skills and knowledge and understanding of language and culture. They initiate and sustain interactions with others to discuss and debate ideas and points of view, and analyse texts to identify elements such as viewpoint, theme, stylistic devices, cultural influences and values. They convey information and ideas from different perspectives and compose a range of imaginative and informative texts in a variety of formats for specific audiences, purposes and contexts, experimenting with genre, textual features and stylistic devices. Students apply patterns of rhythm, tempo, stress, pitch and intonation to enhance the aesthetic features of texts. They use their knowledge of Chinese orthography to access a wide range of vocabulary, and apply complex grammatical structures to enhance communication and achieve particular effects. They research the phenomenon of language change in Chinese-speaking communities, analysing and comparing language use of previous generations with contemporary use. They discuss how meanings vary according to cultural assumptions that Chinese and English speakers bring to interactions, and how mutual understanding can be achieved. They reflect on variations in their own language use and communicative and cultural behaviours in Chinese and English-speaking contexts.

# ORGANISATION OF CONTENT

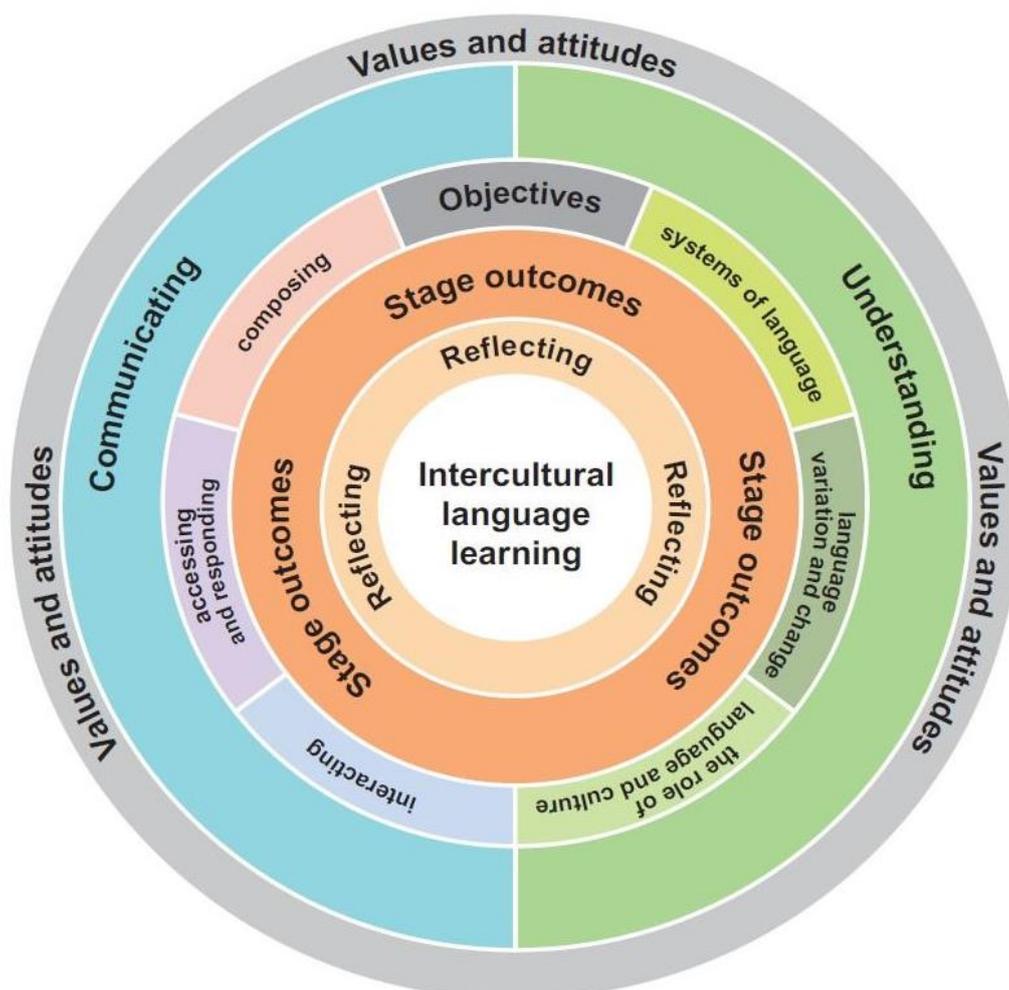
 for your information

In NSW syllabuses for Kindergarten to Year 10, courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the stage. In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The knowledge, understanding and skills described in the outcomes and content will provide a sound basis for students to successfully move to the next stage of learning.

 consult

The *Chinese K–10 Syllabus* will be organised in the following way:



# CONTENT

The content of the *Chinese K–10 Draft Syllabus* has been developed from the *Languages K–10 Framework* with one pathway and one learning sequence K–10 that has been designed to accommodate a range of learners and school programs. The content will be organised through the two interrelated strands: *Communicating* and *Understanding* and related objectives.

Content including knowledge and understanding of linguistic structures and vocabulary should be taught in an integrated way by providing meaningful learning experiences for students through a range of relevant and appropriate teaching and learning strategies.

Relevant and significant learning experiences or rich tasks involve purposeful language use. Unlike form-focused language activities and exercises (see Glossary), these tasks involve the achievement of a devised or actual goal or purpose. They provide opportunities to draw on existing language resources and to experiment with new forms.

Rich tasks may be authentic, for example to take a Chinese-speaking person on a tour around a school or to participate in an experiment; or simulated, for example, to compose an email to a Chinese-speaking friend or read a friend's blog.

Tasks provide the organising structure and context for meaning-focused language learning.

# LEARNING ACROSS THE CURRICULUM



for your information

BOSTES has described learning across the curriculum areas that are to be included in syllabuses. In K–10 syllabuses, the identified areas will be embedded in the descriptions of content and identified by icons. Learning across the curriculum content assists students to achieve the broad learning outcomes defined in the BOSTES *K–10 Curriculum Framework and Statement of Equity Principles*, and in the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

Knowledge, understanding, skills, values and attitudes derived from the learning across the curriculum areas will be included in BOSTES syllabuses, while ensuring that subject integrity is maintained.

The learning across the curriculum areas include the cross-curriculum priorities and general capabilities from the Australian curriculum as well as other areas identified by BOSTES as important learning for all students.

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🇺🇸
- Asia and Australia's engagement with Asia 🌏
- Sustainability ♻️

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking 🧠
- Ethical understanding ⚖️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 🧑

BOSTES syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 🇺🇸
- Difference and diversity 🌍
- Work and enterprise ⚡

## Aboriginal and Torres Strait Islander histories and cultures

The study of languages provides valuable opportunities for students to make interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, and to develop their understanding of concepts related to the linguistic landscape of Australia. Students explore the languages spoken in their immediate environment, identifying local Aboriginal and/or Torres Strait Islander languages. They examine cultural symbols and practices across languages, and ways in which people express their culture through traditional stories, songs, dance and crafts. By exploring and reflecting on the interrelationship between language, culture and identity, students understand that the ways in which people use language reflect the values and beliefs of their respective communities, including Australia's rich and diverse Aboriginal and Torres Strait Islander communities.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures, teachers are encouraged to consider involving local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications.

## Asia and Australia's engagement with Asia

Students learning Chinese engage with rich content and contexts for developing their knowledge and understanding of Asian societies, languages, cultures, values and beliefs. They learn to communicate and interact in Chinese in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Chinese and other Asian cultures. They understand that there are Chinese-speaking communities in China, Australia and around the world, and that there is diversity within the Chinese language. They identify words and expressions that Chinese and English borrow from each other and other languages. They explore the impact on Chinese of social, cultural and intercultural influences, such as media, technology, globalisation and popular culture. They 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 Australia's linguistic and cultural identity is continuously evolving, both locally and within an international context.

## Sustainability

Learning Chinese provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in Chinese-speaking communities in China, Australia and the world. They engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts such as the environment, climate, conservation, linguistic and cultural ecologies, and change, both within Chinese language and culture, and across languages and cultures. Students develop their knowledge, skills and understanding about sustainability within particular cultural contexts. Through interacting with others, negotiating meaning and mutual understanding and reflecting on communication, they learn to live and work in ways that are both productive and sustainable.

## Critical and creative thinking

Students develop critical and creative thinking as they interact in Chinese with people and ideas from diverse backgrounds and perspectives. They participate in a range of collaborative tasks, activities and experiences that involve negotiating, solving problems and making decisions. Students obtain, interpret and organise information, ideas and perspectives from a range of texts, analysing aspects of Chinese language and culture and making comparisons with other languages and cultures. They think creatively when composing imaginative and informative texts in Chinese in different formats for a range of contexts, purposes and audiences.

## Ethical understanding

Students learning Chinese are encouraged to acknowledge and value difference in their interactions with others and to respect diverse ways of perceiving and acting in the world. They apply their knowledge of ethics when using technology to communicate information. When collecting, interpreting and analysing information, ideas and research data related to aspects of language and culture in Chinese-speaking communities, students learn about ethical procedures for investigating and working with people and places. As they develop their knowledge and understanding of the language, culture, beliefs, values and attitudes of Chinese-speaking, their own and other communities, students become more aware of their own roles and responsibilities as citizens.

## Information and communication technology capability

Accessing live Chinese environments and texts via digital media contributes to the development of students' ICT capabilities as well as linguistic and cultural knowledge, and extends the boundaries of the classroom. Students maximise use of the technologies available to them, adapting as technologies evolve and limiting the risks to themselves and others in a digital environment.

Students interact with Chinese speakers in online contexts, and access multimodal resources, digital environments and technologies to enhance their learning. They engage with digital texts to obtain, interpret, reorganise and present information, opinions and ideas. They use word-processing skills to produce written texts using Chinese characters. They create imaginative and informative texts in digital formats, using text, sound and images, and produce bilingual resources, such as digital displays or websites, for the school community.

## Intercultural understanding

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Learning languages enables students to develop their intercultural understanding as they learn to value their own language(s), culture(s) and beliefs, and those of others. They understand the reciprocal relationship between language, culture and identity, and how this relationship reflects the values and beliefs of a community. Students reflect on their own and other cultures in ways that recognise similarities and differences, create connections with others and cultivate mutual respect. Learning to move between languages and cultures is integral to language learning and is the key to the development of students' intercultural understanding.

Students learning Chinese make connections between cultural practices and language use, identifying culture-specific terms and expressions in Chinese and making comparisons with other languages and cultures. They examine differences in language use and behaviours, explaining variations according to context, purpose, mode of delivery and the roles and relationships of participants. Students understand how cultural identity influences ways of communicating, thinking

and behaving. They reflect on their experiences when interacting in Chinese and English-speaking contexts, considering adjustments made and how this affects intercultural communication.

## Literacy

Contemporary research has demonstrated explicit links between language learning and improved literacy skills. The study of Chinese develops students' understanding of how languages work as systems, thereby enhancing literacy and language skills in Chinese, as well as English. For background speakers of Chinese, the knowledge, understanding and skills which students develop through learning their first language also support and enhance the development of literacy in English. Students learning Chinese make connections between spoken language and Chinese characters and *Pinyin*. They read Chinese texts, applying their knowledge of character form and function to infer the sound and meaning of unfamiliar characters in texts, and write texts using familiar characters. They use metalanguage to describe linguistic structures and features in texts, recognising that grammatical concepts serve particular functions and represent part of the system of language.

Students identify main ideas and specific information in a range of spoken, written and multimodal texts, explaining textual structure and linguistic features, and their relationship with context, purpose and audience. They convey information, ideas and opinions in a variety of text types and formats, and compose imaginative and informative texts in different formats for a range of audiences, purposes and contexts, applying their knowledge of grammatical structures, word order and sentence construction. Students create bilingual texts and resources for the school and wider community, making comparisons between Chinese and English textual features, and linguistic and cultural elements.

## Numeracy

Students develop numeracy capability as they communicate in Chinese in everyday situations. They use Chinese numbers for counting and measuring, understanding and using Chinese characters in written texts. They role-play shopping situations in class, negotiating details such as size, quantity and price, and using currency exchange rates to complete transactions. They use expressions of time to sequence events, and create calendars to share information about class routines, birthdays, including Chinese zodiac signs, and Chinese events and celebrations. They interpret data and statistics from multimodal sources, and construct tables, charts, graphs and diagrams to present information.

## Personal and social capability

Learning languages supports students in developing their capacity to manage their own lives, their relationships, work and learning more effectively. Students develop personal and social capability as they interact with Chinese speakers in culturally appropriate ways in a range of contexts and situations, understanding the importance of communicating in a respectful manner. They participate in shared tasks and activities that involve planning, negotiating, and making decisions and arrangements. They work both collaboratively and independently, engaging with Chinese texts and resources to obtain, interpret and evaluate information, and creating their own imaginative and informative texts to express their ideas, opinions and beliefs.

Students explore connections between Chinese language and culture in particular words, expressions and communicative behaviours, recognising and empathising with values that are important to Chinese-speaking communities. They understand that people view and experience the world in different ways, and reflect on their own heritage, values, culture and identity.

## Civics and citizenship 🇺🇸

As students engage in learning Chinese, they develop the knowledge, understanding, skills, values and attitudes for responsible, informed and active participation in Australian society and as global citizens.

Students understand the concept of community identity within the context of multicultural Australia. They explore cultural representations that contribute to a sense of identity in Chinese-speaking, their own and other communities, identifying cultural symbols, such as flags or traditional dress, and exploring ways in which people express their culture through music, dance, traditional stories, food, games and celebrations.

Students examine the importance of tradition to a sense of community and national identity, and explore the impact of social, cultural and intercultural influences on Chinese language and culture, such as media, technology, globalisation and popular culture. They appreciate the richness of Chinese language and culture, and the significant social, economic and cultural contributions of Chinese-speaking communities to Australian society and the world.

## Difference and diversity 🌐

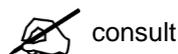
Through their learning of Chinese, students develop awareness, understanding and acceptance of difference and diversity in their personal lives, and within the local and global community. Students learn about values, attitudes, customs and traditions in Chinese-speaking communities, as well as characteristics that are common to their own and other communities. They communicate in Chinese in diverse contexts, understanding the importance of using culturally appropriate language and behaviour.

The study of Chinese fosters the ideals of respect for others and appreciation and acceptance of diverse points of view, beliefs, attitudes and values. Students develop their understanding of issues such as age, beliefs, gender, language and race, and their appreciation of ways in which diversity contributes to a deeper sense of community and national identity.

## Work and enterprise ⭐

Students need to be prepared for living and working in a world that is more technologically focused, globally connected and internationally competitive. Through their study of Chinese, students learn about the living and working conditions of Chinese-speaking communities, and understand the impact of social, economic and technological developments. Students learning Chinese develop skills in communication, collaboration, negotiation and problem-solving that equip them for participation in a range of work settings, and enable them to become more effective and valuable members of the workforce. The ability to communicate in Chinese broadens future employment opportunities for students in an increasingly globalised world.

# CONTENT FOR EARLY STAGE 1



consult

## COMMUNICATING

## INTERACTING

## OUTCOME

A student:

> interacts in simple exchanges in Chinese LCHc-1C

## CONTENT

Students:

- exchange simple greetings and information, for example: (ACLCHC001) 🗣️
  - learning how to greet others at different times of the day, eg in the morning and after lunch, and saying goodbye (你好, 早上好, 下午好) 🗣️
  - introducing self and classmates, eg 你好吗? 我很好, 谢谢! 你呢? 🗣️
- participate in classroom routines and activities and follow simple instructions, for example: (ACLCHC001) 🗣️
  - responding to teacher instructions about classroom routines, eg 排成一行, 围成一圈 🗣️
  - responding to teacher instructions relating to the lesson, eg 请把铅笔放下, 请把手举起来, 请把书合起来, 请安静 🗣️
  - responding to teacher instructions relating to a task, eg when learning a song, playing a game, observing a process, making a mosaic 🗣️🗣️

*Content for students with prior learning and/or experience*

Students:

- interact with teacher and peers by exchanging greetings and responding to questions, for example: (ACLCHC113) 🗣️🗣️
  - indicating likes and dislikes, eg 我喜欢。。。我不喜欢。。。我最喜欢。。。我最不喜欢 🗣️🗣️
  - sharing personal information about themselves and family, eg 我叫。。。, 我妈妈叫。。。, 我姐姐的名字是。。。, 她今年八岁。妈妈矮, 爸爸很高。 🗣️🗣️
  - sharing news, eg about their favourite toy, with their peers and teachers using simple sentences 🗣️🗣️
- participate in class routines and activities by responding to instructions and taking turns, for example: (ACLCHC114) 🗣️🗣️
  - learning the rules of a new game, eg 捉迷藏 (hide and seek) and deciding who will be it, (一个人当捉人者), who will be hiding (其他的人藏起来) and how the game is won 🗣️🗣️
  - taking part in a simple experiment involving observation using expressions, eg 我看见。。。, 闻起来像。。。, 。。。很凉。 🗣️🗣️

# COMMUNICATING

## ACCESSING AND RESPONDING

### OUTCOME

A student:

- > engages with Chinese texts LCHe-2C
- > responds to spoken and visual texts through actions, gestures, single words or phrases LCHe-3C

### CONTENT

Students:

- participate in shared listening, speaking and viewing activities, for example: (ACLCHC003) 🗣️ 📺
  - following picture book stories or interactive digital texts, eg 今天 我们来读一本小人书 🗣️
  - singing songs that include actions 🗣️
  - listening to songs that include visual images 🗣️
- respond to simple or familiar stories, songs and rhymes through actions, drawing and singing, for example: (ACLCHC003) 🗣️ 🗣️
  - following familiar stories and responding to questions, eg 这是谁？他/她的名字是什么？这是什么颜色？这是在哪儿发生的？这是什么？ 🗣️ 🗣️
  - responding appropriately to spoken texts, eg chants or rhymes by performing simple actions 🗣️ 🗣️

*Content for students with prior learning and/or experience*

Students:

- identify key words and specific information in simple spoken and visual texts, for example: (ACLCHC115) 🗣️ 🗣️
  - responding appropriately to questions about spoken and visual texts, eg 你觉得下一步会发生什么？那个男孩/女孩喜欢什么？那个男孩子和女孩子会做好朋友吗？ 🗣️ 🗣️
- share information, using illustrations and gestures to support meaning, for example: (ACLCHC116) 🗣️ 🗣️
  - re-enacting a familiar story using gestures to support meaning 🗣️ 🗣️
  - explaining a picture that they have created, eg 这是。。。, 那是。。。 🗣️

# COMMUNICATING

## COMPOSING

### OUTCOME

A student:

- > composes texts in Chinese using visual supports and other scaffolds LCHc-4C

### CONTENT

Students:

- describe objects and people using visual supports, for example: 🌟👉
  - describing size, colour and shape, eg 大, 小, 高, 矮, 长, 短, 胖 🌟👉
  - describing age and appearance 🌟👉
  - giving an opinion, using expressions, eg 我喜欢, 我不喜欢。。 🌟👉
- label objects and images, for example: (ACLCHC007) 🌟👉
  - labelling the days of the week during morning routine, eg 昨天是星期一, 今天星期二, 明天星期三 🌟👉
  - assigning labels to a photo, eg of family members 妈妈, 爸爸, 哥哥, 姐姐, 妹妹 🌟👉
  - assigning labels to objects or places, eg door, library, toilet, beach, forest 🌟👉

*Content for students with prior learning and/or experience*

Students:

- compose simple texts, using illustrations and actions, for example: (ACLCHC118) 🌟👉
  - labelling or captioning a picture or story using *Pinyin* 🌟👉
  - composing and performing simple action chants or repetitive raps 🌟👉
  - creating a puppet play based on an experience or story 🌟👉
  - composing a spoken text based on a visual prompt such as a picture 🌟👉
  - creating a calendar using labels of characters, eg *Hanzi* forms of days of the week 🌟👉
- create bilingual word lists and labels for the classroom, for example: (ACLCHC120) 🌟👉
  - creating a bilingual picture dictionary 🌟👉
  - making a class word wall or display of an event, such as a sports day or school concert 🌟👉
  - labelling classroom objects 🌟👉

# UNDERSTANDING

## SYSTEMS OF LANGUAGE

### OUTCOME

A student:

- > recognises spoken and written Chinese LCHe-5U
- > recognises that there are different kinds of texts LCHe-6U

### CONTENT

Students:

- recognise the sounds of Chinese and *Pinyin* as a representation of spoken Chinese, for example: (ACLCHU010) 🗣️
  - recognising the tonal nature of Chinese, using gestures to enhance differentiation of tones 🗣️
  - practising the pronunciation of syllables that are unique in Chinese, eg the four tones: 妈, 麻, 马, 骂 🗣️
- recognise Chinese characters as a form of writing, for example: (ACLCHU011) 🗣️
  - differentiating between *Hanzi* and the Roman alphabet 🗣️
  - tracing simple *Hanzi*, eg 人, 大, 小, 日, 月, 一, 二, 三 🗣️
- understand that language is organised as ‘text’, for example: 🗣️
  - understanding that texts can be spoken, written, digital, visual or multimodal and they can be short or long 🗣️
  - naming familiar texts, eg story, rhyme, song or conversation 🗣️

*Content for students with prior learning and/or experience*

Students:

- recognise the tonal nature of spoken Chinese and apply different tones to familiar words to express different meanings, for example: (ACLCHU122) 🗣️
  - applying tones to diverse sounds in Chinese to express different meanings 🗣️
  - recognising differences between words with different tones, eg ma3 and ma4 🗣️
- recognise and copy familiar *Hanzi*, for example: (ACLCHU123) 🗣️
  - tracing or copying the range of stroke types 🗣️
  - tracing or copying *Hanzi*, such as 中, 木, 水, 火, 天, 门 🗣️

## UNDERSTANDING

### LANGUAGE VARIATION AND CHANGE

#### OUTCOME

A student:

- > recognises that languages borrow words from each other LCHe-7U

#### CONTENT

Students:

- recognise that Chinese and English borrow words from each other, for example: 借词  
– recognising Chinese words used in English, eg *ping pong*, *kungfu*, *yumcha* 借词  
– recognising English words used in Chinese, eg *chocolate*, *coffee*, *copy*, *Sydney*, *English*, *curry*, *pie*, *pizza*, *hamburger* 借词

# UNDERSTANDING

## ROLE OF LANGUAGE AND CULTURE

### OUTCOME

A student:

- > recognises that other languages are spoken in their immediate environment and the world  
LCHe-8U

### CONTENT

Students:

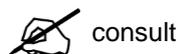
- understand that Chinese is one of the many languages spoken in Australia, for example: (ACLCHU014) 🇨🇳 🇺🇸 🇦🇺 🇬🇧
  - exploring the range of languages spoken at home by students in the class 🇨🇳 🇺🇸 🇦🇺 🇬🇧
  - identifying the local Aboriginal language/languages 🇨🇳 🇺🇸 🇦🇺
  - discussing why there are different languages spoken by classmates 🇨🇳 🇺🇸 🇦🇺 🇬🇧
  - creating a language map of the different languages represented in the class 🇨🇳 🇺🇸 🇦🇺 🇬🇧
- recognise that there are cultural practices that differ from their own, for example: (ACLCHC016) 🌐 🇨🇳
  - sharing knowledge about celebrations in their own culture and making comparisons with cultural celebrations in Chinese and other communities, including Aboriginal and Torres Strait Islander communities 🇨🇳 🇺🇸 🇦🇺 🇬🇧
  - discussing cultural backgrounds of students/their parents and sharing knowledge of their language and culture 🇨🇳 🇺🇸 🇦🇺 🇬🇧

*Content for students with prior learning and/or experience*

Students:

- share information about their family background, for example: (ACLCHC121) 🌐 🇨🇳 🇺🇸 🇦🇺 🇬🇧
  - creating a personal profile, using drawings, images or photos, including where their family is from, who speaks Chinese and/or other languages or dialects spoken at home 🇨🇳 🇺🇸 🇦🇺 🇬🇧
  - discussing elements of Chinese identity, eg Chinese name and zodiac 🌐 🇨🇳 🇺🇸 🇦🇺 🇬🇧

# CONTENT FOR STAGE 1



## COMMUNICATING

## INTERACTING

## OUTCOME

A student:

- > participates in play-based learning and classroom routines in Chinese LCH1-1C

## CONTENT

Students:

- interact with teacher and peers to exchange greetings and simple information, for example: (ACLCHC001) 🗣️
  - following instructions to learn a song 🗣️
  - following instructions to learn and play a game, eg 今天我们一起学唱歌/今天我们一起玩游戏 🗣️🎮
  - introducing self and classmates to other students, eg 这是。。。他/她打乒乓球 🗣️🏓
- participate in classroom routines and structured conversations using modelled language, for example: (ACLCHC001) 🗣️👉🗣️
  - engaging in classroom routines, eg 请举手, 请把手放下, 该我了, 该谁了 🗣️
  - acting out familiar scenarios, eg talking with friends at lunchtime, meeting a new student and getting ready for school, eg 你午饭吃什么?, 你好, 我叫。。。你叫什么名字?, 午饭时间你打算做什么? 🗣️🗣️

*Content for students with prior learning and/or experience*

Students:

- interact with teacher and peers by introducing themselves and expressing needs, wishes, likes and dislikes, for example: (ACLCHC113) 🗣️
  - initiating a conversation with a student from another class, eg 我叫 Johnny, 我的中文名字叫小强, 你叫什么? 🗣️👉🗣️
  - introducing classmates to a new student or visitor to the school, eg 我叫 Anna 。我五岁 🗣️🗣️🗣️
  - expressing gratitude after receiving a gift, eg 谢谢 🗣️🎁
- participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission, for example: (ACLCHC114) 🗣️🗣️
  - following classroom instructions and routines, eg 请到前面来, 我们现在要做。。。 🗣️
  - participating in contemporary and traditional games, eg ‘memory’, using questions including 该谁了?, 你有几对? , or 老鹰抓小鸡, including... 快跑, 左边, 右边, 前面, 后面 🗣️

# COMMUNICATING

## ACCESSING AND RESPONDING

### OUTCOME

A student:

- > identifies key words and information in simple texts LCH1-2C
- > presents information using a range of supports LCH1-3C

### CONTENT

Students:

- locate specific items of information in texts, such as simple stories, songs and rhymes, for example: (ACLCHC003, ACLCHC005)  
  - using print or digital texts from familiar songs, rhymes and lists to copy and find words  
  - identifying key words in a song using gestures  
  - locating and copying specific information needed to complete a sentence or phrase using charts   
  - responding to questions and retelling information obtained from texts, eg a video clip or an avatar of a Chinese student   
  - viewing and responding to cartoons or segments of movies based on traditional Chinese stories, eg 《大闹天宫》  
  - sequencing pictures to describe events  
- convey information using key words, phrases or gestures, objects and other supports, for example: (ACLCHC004)  
  - providing a voice-over to a mimed scenario  
  - drawing a picture from the descriptions provided in a spoken text  
  - listening to familiar story books with simple sentences in Chinese and drawing corresponding pictures to fill a storyboard  

*Content for students with prior learning and/or experience*

Students:

- locate and organise key points of information from simple spoken, written, digital and visual texts, for example: (ACLCHC115)  
  - responding to a conversation about shopping by identifying the items to be purchased  
  - using a calendar to share knowledge about the dates for upcoming celebrations or events, eg birthdays, Chinese New Year, school terms and sports days  
- share information using modelled sentence structures and illustrations to support meaning, for example: (ACLCHC116)  
  - answering questions about a classroom presentation, eg who they are, where they live, their interests  
  - presenting their knowledge of places in China and Australia, eg places they have visited or where they have relatives, supported with photographs (eg 我的奶奶住在北京)  
  - reporting the findings of a survey of their classmates about a topic of interest, using expressions, eg 最喜欢听歌曲是。。。你最喜欢的电影是。。。  
  - presenting information on a cultural topic such as ‘Chinese food’ and selecting images and texts from magazines, newspapers and brochures to illustrate key ideas with character words, eg 好吃  

# COMMUNICATING

## COMPOSING

### OUTCOME

A student:

- > composes simple texts in Chinese using modelled language LCH1-4C

### CONTENT

Students:

- create simple texts using familiar words, phrases and patterns, for example: (ACLCHC006)  
  - captioning or labelling illustrations on storyboards using *Pinyin*  
  - compose a short personal profile using *Pinyin*, eg 我的名字是。。。, 我里六岁, 我住在。。。, 这是我家的车  
  - introducing family members using multimodal and digital technologies, eg a presentation where familiar people and objects are introduced using labels, eg 这是我的妈妈。这是我的家。这是我的狗。  
  - creating storyboards for well-known Chinese stories, eg *Mulan*  
  - creating speech bubbles for a character illustration, eg 我叫小明。你叫什么名字?  
- label texts and objects, and caption visual texts, for example: (ACLCHC007)  
  - creating a labelled diagram to display science observations/illustrations  
  - creating a labelled collage or montage, eg of fruits and vegetables  
  - creating projects, eg an annotated photo collection of their favourite animals  

*Content for students with prior learning and/or experience*

Students:

- compose simple texts using modelled sentence structures and illustrations, for example: (ACLCHC118)  
  - drawing a picture and writing a corresponding sentence, eg their favourite part of the story, 我最喜欢的。。。, 就是。。。, 我喜欢的故事是。。。  
  - using *Hanzi* and images to convey ideas in imaginative texts, eg using pictographs, including 马, 田, 山 to illustrate an imagined event  
  - experimenting with storytelling by rewriting a segment of a modelled narrative text by replacing characters, actions or descriptions of objects  
- create simple print or digital bilingual texts, such as word lists, labels and captions for the classroom, for example: (ACLCHC120)  
  - composing captions for photos, eg of a sporting team  
  - creating a bilingual dictionary with English words and their *Pinyin* and *Hanzi* equivalents, eg my classroom, our school, what I like to eat  
  - producing a simple multimodal text that describes or labels images, eg 我看见了大卫。  

# UNDERSTANDING

## SYSTEMS OF LANGUAGE

### OUTCOME

A student:

- > recognises and reproduces the sounds of Chinese, understanding how they are represented in the written form LCH1-5U
- > recognises language patterns in statements, questions and commands LCH1-6U
- > recognises features of familiar texts LCH1-7U

### CONTENT

Students:

- recognise the four tones and how they can change the meaning of words, and make connections with Pinyin, for example: (ACLCHU010)
  - recognising the differences between the four tones, eg in the words Ma1-mother, Ma2-numb, Ma3- Horse, Ma4-Scold, Ma (neutral tone) question marker
  - applying tones to diverse sounds in Chinese to express different meanings
- recognise and copy some *Hanzi*, for example: (ACLCHU011)
  - recognising that each *Hanzi* has meaning, and exploring the connection between meaning and form, such as pictographs, eg 人, 日
  - copying or tracing *Hanzi* with attention to stroke order and direction
  - identifying syllables that make up Chinese words, eg 小/老/鼠 (*xiǎo/lǎo/shǔ*), and understanding that words such as 熊猫 (*xióng māo*) have two syllables, with each syllable having its own meaning
  - making connections between words that share a common syllable/morpheme, eg 小狗、小猫、小朋友
- understand the structure of basic sentences in Chinese and recognise some key elements of Chinese grammar, for example: (ACLCHU012)
  - placing 吗 at the end of a declarative sentence to form a question, eg 你好。 becomes 你好吗?
  - using 了 to indicate a completed action 吃饭了。
  - stating the subject of a sentence, eg 我爱妈妈 is about 'I', and 妈妈爱我 is about 'Mum'
  - recognising that simple statements in Chinese tend to follow English word order, but that questions do not, eg 'Do you have a cat?' versus 你有猫吗?
  - recognising that sometimes the verb 'to be' is left out in Chinese sentences, eg 我五岁 rather than 我是五
  - using the imperative form, eg 跟我读, 吃早饭, , 快点儿
  - understanding adverbial phrases, eg 再来一遍, 大声点儿, 轻声点儿, 慢点儿
  - using verbs, eg 是, 玩, 唱, 跑步, 跳舞, 唱歌, 跳绳, 有, 做, 玩, 住
  - expressing what something is, eg 这是。。。那是。。。
  - using adverbs, eg 先。。。, 然后。。。
  - using expressions to indicate what is, eg 这是...
  - using expressions to indicate where is, eg 这里是...
  - using personal pronouns, eg I, he, she, they 我, 他, 她, 他们
  - using conjunctions, eg 和

- understand that there are different types of text with particular features, for example: (ACLCHU013) 📖
  - identifying headings and images in samples of children’s books, appreciating their role in supporting understanding of texts 📖
  - comparing similar texts in Chinese and English, eg a poster for a movie and identifying major elements of both texts 📖
- recognise that there are variations in the way Chinese speakers greet and address different people, for example: (ACLCHU126) 🌐 📖
  - greeting the teacher with 老师好 🌐 📖
  - greeting peers with 你好 🌐 📖
  - greeting elders, community members such as parents and carers with 您好 hello 🌐 📖

#### Content for students with prior learning and/or experience

##### Students:

- identify the four tones and compare consonant and vowel sounds, recognising stress and phrasing, for example: (ACLCHU122) 📖
  - performing or reciting texts with strong rhythmic features, eg nursery rhymes or tongue twisters 《猴子穿新衣》 📖
- recognise and copy familiar *Hanzi*, recognising the morphological nature of Chinese words, for example: (ACLCHU123) 📖
  - copying *Hanzi* with attention to the location, direction and order of strokes 📖
  - discussing the range of strokes and the construction of *Hanzi*, and applying this understanding to differentiate between similar character forms, eg 日 and 目 📖
  - recognising key morphemes in word groups, eg 白天、白雪、小白兔 📖
  - recognising that words are made up of two or more *Hanzi*, with each *Hanzi* contributing meaning to the word, eg 大人 means ‘adult’ 📖
- recognise parts of speech and understand basic rules of word order in simple sentences, for example: (ACLCHU124) 📖
  - learning about meta-terms for word types, such as exploring what is considered a verb in English and in Chinese, eg adjectival verbs in Chinese 📖
  - categorising words into word types common across languages, eg 家人 as a noun, 四 as a number 📖
  - understanding that, as for English, there are basic rules of word order in Chinese (subject-verb-object), eg 我拿笔。; 她去了 中国 📖
  - understanding question forms, eg using 吗 at the end of the statement unless ‘what’, ‘where’, ‘why’ or ‘how’ embedded in the sentences, 你好吗? , 她喜欢跳舞吗? 📖
  - expressions used to report survey findings, eg 大多数学生觉得/说, 10% 百分之十, 5 每五个学生里有一位 📖
  - using compound sentences, eg 这是我住的地方, 这是我喜欢吃的东西 📖
  - using adjectival pairs, eg 大 / 小, 短 / 长, 快乐 / 伤心 📖
- recognise features of various familiar text types in Chinese, for example: (ACLCHU125) 📖
  - identifying the author, illustrator, *Pinyin* and characters in a children’s book 📖
  - comparing the differences of directionality in different forms of print, eg in traditional Chinese poems or books published by hand and contemporary poems of books published through word processing and print, as compared to English books and poems 📖

- comparing familiar texts in Chinese and English and discussing features in common, eg storybook covers normally consist of book title, image, author's name and illustrator's name



## UNDERSTANDING

### LANGUAGE VARIATION AND CHANGE

#### OUTCOME

A student:

- > recognises similarities between Chinese and other languages LCH1-8U

#### CONTENT

Students:

- recognise that Chinese and English borrow words and expressions from each other and other languages, for example: 🗣️
  - recognising that English slang words have been incorporated into the Chinese language, eg *cool* 酷, *OK*, *bye bye* 拜拜, *hai/hi/hey* 嗨 🗣️

# UNDERSTANDING

## ROLE OF LANGUAGE AND CULTURE

### OUTCOME

A student:

- > recognises similarities and differences between Chinese and their own language and culture LCH1-9U

### CONTENT

Students:

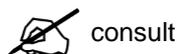
- understand that Chinese is an international language and that there are many Chinese-speaking communities in Australia and around the world, for example: (ACLCHU016) 🌐🌐🌐🌐
  - exploring the range of languages spoken at school by people in the local community 🌐🌐🌐🌐
  - discussing why there are different languages spoken by people in the local community 🌐🌐🌐
  - creating a data display of the different languages represented by people in the local community, including Aboriginal and/or Torres Strait Islander languages 🇺🇸🌐🌐🌐
- identify what may look or feel similar or different to own language and culture when interacting in Chinese, for example: (ACLCHC009) 🌐🌐🌐
  - reflecting on what sounds, looks or feels similar or different to own language and culture when interacting in Chinese 🌐🌐🌐
  - reflecting on ways in which politeness and respect can be conveyed 🌐🌐🌐🌐

*Content for students with prior learning and/or experience*

Students:

- understand that the ways in which people use language reflect their cultures, and relate to where and how they live and what is important to them, for example: (ACLCHU128) 🌐🌐🌐
  - discussing the types of market places and how the language used to describe them can give insights into Chinese culture, eg 超市, 夜市, 菜市场, 百货商店 Super Market, Night Market, Vegetable and Fruit Market, department store 🌐🌐🌐
  - recognising ways in which people express their culture in music, dance, traditional stories, food, games and celebrations, eg Lion Dancing 舞狮 🌐🌐🌐🌐
  - exploring cultural symbols and practices through stories, songs, dances, games and crafts 🇺🇸🌐🌐🌐
- reflect on the role of Chinese language and culture in their own lives, for example: (ACLCHC121) 🌐🌐
  - discussing the use of Chinese language in their own lives as a means of communicating with relatives or friends 我会说中文, 我可以用中文跟上海的爷爷打电话 🌐🌐
  - exploring ways in which people express their culture through music, dance, traditional stories, food, games and celebrations 🇺🇸🌐🌐🌐
  - recognising visible expressions of identity such as flags, maps, traditional dress and landmarks 🇺🇸🌐🌐🌐
  - exploring cultural symbols and practices through stories, songs, dances, games and crafts 🇺🇸🌐🌐🌐
  - discussing the role of Chinese language and culture in their own lives, eg participation in cultural events, food preferences, or overseas travel 🌐🌐

# CONTENT FOR STAGE 2



consult

## COMMUNICATING

### INTERACTING

### OUTCOME

A student:

- > participates in guided classroom activities in Chinese LCH2-1C

### CONTENT

Students:

- interact with teacher and peers to exchange information, for example: (ACLCHC017) 🌟🗣️👂
  - initiating conversations in familiar social contexts by greeting participants and introducing themselves, eg 你好, 我叫 James, 我八岁, 我住在悉尼, displaying appropriate social manners to enhance communication 🗣️
  - asking and answering simple questions, eg 今天是星期几? 🌟🗣️
  - asking questions about preferences, eg using expressions 你喜欢。。。吗?, ...你最喜欢的。是什么? 你周末喜欢做什么? 🌟🗣️
  - role-playing scenarios involving 我当。。。, 你可以做。。。 🌟🗣️👂
  - participating in activities, eg reading the calendar together, using questions, eg 今天是星期几? 明天是星期几? 中国的新年是几月几号? 🌟🗣️👂
- participate in tasks with teacher support that involve following instructions and collaborating with peers, for example: (ACLCHC017, ACLCHC018) 🌟🗣️👂
  - participating in a group game 🗣️
  - completing a craft project to make a simple instrument, then composing a whole group simple song or rap using keywords learned 🌟🗣️👂
  - participating in a simple group dance following the teacher's instructions in Chinese 🌟🗣️
  - creating a voice over for a simple puppet show, eg 这是。。。他/她去上学 🌟🗣️👂

*Content for students with prior learning and/or experience*

Students:

- interact with teacher and peers to share information, experiences and feelings, for example: (ACLCHC129) 🌟🗣️👂
  - sharing information about their weekend using expressions, eg 你周末做了什么? 星期六早上? 🌟🗣️👂
  - seeking feedback and reflecting on work, eg artwork, multimodal texts, oral presentations, speeches, using expressions including 你觉得这个怎么样? 你喜欢这个吗? 🌟🗣️👂
  - describing an artwork to the class using expressions, eg 这个是。。。, 我涂的是绿色, 因为夏天 🌟🗣️
  - participating in shared blogs, exchanging information with students from a sister school, eg 你好, 我叫 Ann, 我是澳大利亚的学生 🌟🗣️👂

- interacting with others to invite, congratulate or thank someone via emails, letters and text messages 🌟📧✉️📧
- participate in class activities and collaborative tasks that involve planning and simple transactions, for example: (ACLCHC130) 🌟📧
  - participating in group activities and role-plays involving scenarios, eg buying food or goods or ordering a meal, and making requests in an appropriate way (请来...;我想买...; 你有...吗? ) 🌟📧
  - negotiating details in a transaction, eg stating preferred size, quantity or price, and concluding the transaction with the exchange of currency 🌟📧
  - planning with peers to produce a publicity flier using digital media for an upcoming cultural or sporting event, eg 汉语比赛 🌟📧✉️📧
  - taking collective action to plan and present a cultural item, eg celebrating a festive occasion by performing a song or dance for members of the school community 🌟📧
  - discussing cultural items to present for a school event, eg performing a song, cooking Chinese food or making craft, such as 剪纸, 做灯笼 🌟📧

# COMMUNICATING

## ACCESSING AND RESPONDING

### OUTCOME

A student:

- > locates and classifies information in texts LCH2-2C
- > presents information using modelled language LCH2-3C

### CONTENT

Students:

- obtain and process specific information from texts, for example: (ACLCHC019, ACLCHC021) 🌟🌟
  - using the interactive white board and attendance program to say who is at school and the day of the week 🗣️
  - using an information chart such as a scoreboard to obtain information, eg which team is the winner 明得了几分？谁得了最高分 明还是伟？ 🗣️
  - reading a simple text in *Pinyin* and listing or drawing the objects that are on the wall and on the floor 🗣️
  - listening to short spoken texts containing some unfamiliar language, identifying key information, eg name and phone number of a speaker in a voicemail message, or the names, school year and age of Chinese children in a short interview 🌟🗣️
  - viewing performances and identifying features of language, eg rhyming 小燕子，穿花衣，年年春天来这里 🌟🗣️
  - identifying key words in familiar text types, eg a floor plan, map or calendar by recognising textual features such as bigger font for the name of the capital city on a map and using other visual clues 🗣️
  - identifying and locating familiar *Hanzi* or words in texts, and discussing the purpose and meaning of a text, eg food packaging, a restaurant menu 🗣️
- convey information using simple statements, and graphic, visual and digital supports, for example: (ACLCH019, ACLCHC020) 🌟🗣️
  - using digital technology to present information in a text, eg a personal profile or a school guide, using simple sentence, eg 我叫 🌟🗣️
  - describing what foods they like, using graphic, visual and digital supports, eg 我喜欢吃。。比萨饼，蛋糕，冰激凌，饺子 🗣️
  - convey information about a special event or a favourite person in a poster, using learnt characters 🌟🗣️
  - presenting short reports about a holiday, special events and places using photos, illustrations, captions, diagrams 🌟🗣️
  - presenting information in a simple weather journal/board, eg 昨天有雨（昨天下雨），今天晴天 🌟🗣️

*Content for students with prior learning and/or experience*

Students:

- locate and organise information from a range of spoken, written, digital and visual texts, for example: (ACLCHC131, ACLCHC133) 🌀📖
  - surveying students and representing the findings graphically, in a spoken text or in writing 🌀📖
  - reordering and annotating visual representations of a process, eg making a cake or setting up a tent 🌀📖
  - making connections between images and charts and the content of texts, and identifying key words to locate information, eg in the chapter titles of a book 🌀📖📖
  - identifying key structural words to assist in understanding information, eg in a procedural text 📖
  - collating key information to share with others by summarising and sharing one aspect of a topic to contribute to a group response, such as experiences of participating in organised activities involving aspects of Chinese culture, eg 龙舟比赛;剪窗花 🌀📖
  
- convey information relating to different contexts in spoken, written and digital modes, using models, for example: (ACLCHC132) 🌀📖📖
  - reading a simple story in *Pinyin* and retelling the story to the class using visual or other supports 🌀📖
  - giving a short presentation to convey information gathered from multiple sources, eg investigating 南京的天气 by interviewing the teacher and listening to a podcast of a weather forecast 🌀📖📖📖
  - supporting a presentation using pictures, charts and graphs, eg 学校学生语言背景统计表 / 班上同学使用交通工具统计表 🌀📖📖📖
  - outlining steps in a procedure, using sequential markers to demonstrate how to make dumplings, eg 第一, 第二, 第三 🌀📖📖
  - presenting a visual display with supporting text on a topic of personal interest, eg 我的家, 我的宠物, 姥姥的家乡, 过春节 🌀📖

# COMMUNICATING

## COMPOSING

### OUTCOME

A student:

- > composes texts in Chinese using modelled language and sample sentence patterns LCH2-4C

### CONTENT

Students:

- compose simple texts using familiar words, formulaic expressions and modelled language, for example: (ACLCHC021, ACLCHC022) 🌟👉
  - creating a story board based on a specific topic, eg a 'family tree,' labelling family members 🌟👉
  - using *Hanzi* pictographs, eg 马, 田, 山 to draw a picture to demonstrate how the *Hanzi* was derived 🌟👉
  - drawing and describing an imaginary pet, eg using expressions 我的宠物叫。。。它有五只胳膊, 两个鼻子。👉
- produce bilingual texts for the classroom, such as descriptions and signs, for example: 🌟👉
  - creating a multimodal or print bilingual dictionary 🌟📖👉
  - composing a bilingual personal profile 🌟👉

*Content for students with prior learning and/or experience*

Students:

- compose texts using formulaic expressions, modelled language and visual supports, for example: (ACLCHC134) 🌟👉
  - composing and illustrating simple narratives about a day in the life of a person, animal or fictional character, using digital media to share with peers and Chinese-speaking contacts, and using both language and images to achieve particular effects, eg using 重复 (很大很大的球; 走啊走啊走啊) 🌟👉
  - 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 engage the reader? 🌟👉
  - rewriting the ending of a familiar story 🌟👉
- create bilingual texts such as signs or notices, digital picture dictionaries and word banks for the classroom and school community, for example: (ACLCHC135) 🌟👉
  - producing a bilingual school map and bilingual signs (*Hanzi/Pinyin/English*) for each location for Chinese visitors 🌟👉
  - creating a digital picture dictionary diagram of the landscape in the playground 🌟📖👉
  - composing a bilingual invitation for community members to attend a school event 🌟👉
  - creating bilingual texts, eg posters, leaflets, or brochures 🌟👉

# UNDERSTANDING

## SYSTEMS OF LANGUAGE

### OUTCOME

A student:

- > recognises intonation patterns of Chinese LCH2-5U
- > demonstrates understanding of elements of grammar in familiar language patterns LCH2-6U
- > demonstrates an awareness of purpose and audience in texts LCH2-7U

### CONTENT

Students:

- recognise the tone-syllable nature of spoken language and use *Pinyin* as a learning tool to reflect the sound of spoken Chinese, for example: (ACLCHU026)
  - recognising when and why some tones are not expressed in some contexts, eg repetition of syllables in ‘Mama’, with neutral tone on second syllable
  - listening to and reading aloud a nursery rhyme with strong Chinese prosodic features, eg 《小老鼠，上灯台》
  - engaging in activities to raise tonal awareness, eg competing with classmates to read a tongue twister (妈妈骂马) and using hand gestures to help pronounce different tones
  - explaining the use of *Pinyin* as a learning tool to reflect the sound of Chinese spoken language, and recognising sounds associated with individual letters and syllables, differentiating, eg *qī*, *piě*, *rán* and *qù* from English sounds for such letters and syllables
  - recognising tone-syllables and discussing the differences between Chinese and English intonation when listening to and viewing simple conversational exchanges
- recognise and write frequently used *Hanzi*, for example: (ACLCHU027)
  - locating familiar *Hanzi* in texts and sorting them according to their radical/elements
  - 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
  - exploring the concept of ‘word’ in Chinese and knowing that each character is a meaningful unit (morpheme) that is used to make up ‘words’, eg 白菜 (white + vegetable), 好朋友 (good + friend + friend), 男生 (male + student)
  - engaging with a range of basic *Hanzi* and components and exploring their individual meanings, eg 大, 小, 足, 手
  - making connections between basic *Hanzi* and related component forms (eg, radicals like 手 and 扌; 人 and 亻), and recognising the number and arrangement of components in a compound character, eg that 众 has three components and 打 has two components, that 亻 (standing person) is on the left-hand side
  - making connections between key morphemes in familiar words, eg fruit group 水果、苹果、果汁; vehicle group 汽车、火车、车子
- understand and identify elements of basic grammar and sentence structure, for example: (ACLCHU028)
  - exploring basic sentence structure in Chinese, consisting of subject–verb–object, and learning to analyse sentences in both Chinese and English, eg ‘What’s the subject in the sentence “My

- mum drives a car”? How about in the Chinese sentence 我看书? Do sentences work the same way in Chinese and English?’ 🗨️
- following patterns of word order and sentence structure and using negation when creating sentences to express own meanings, eg replacing the subject pronoun in 我喜欢绿色 to create the sentence 我妈妈不喜欢绿色 🗨️
  - recognising grammatical features and how their use differs in Chinese and English, eg the lack of articles in Chinese; that adjectives can be used as verbs; limited use of the verb ‘to be’ (是) 🗨️
  - using interrogative forms, eg 是吗? 你会吗? 🗨️
  - using imperative forms, eg 走, 来, 坐下, 不要说话 🗨️
  - using verb forms, eg making a suggestion, 我们……, 我们要去……, past tense 我(昨天)去……, 我(以前)是…… 🗨️
  - expressing preferences, eg 你喜欢。。。吗?, 你最喜欢的。。。是什么? 你周末喜欢做什么? 🗨️
  - using adjectives, eg 很热, 很好吃 🗨️
  - using conjunctions, eg 和, 但是, 可是 🗨️
  - using the verb 有 🗨️
  - joining sentences using connectives, eg 他喜欢我, 也喜欢她; 我的狗很小, 可是很凶 🗨️
- identify particular language features and textual conventions in familiar texts, for example: (ACLCHU029) 🗨️
    - reading familiar text types in both Chinese and English, eg menus, calendars, songs and TV cartoons, and explaining how the content and features of the text suit its purpose, eg menus that include pictures of dishes 🗨️
    - identifying types of texts, eg Chinese film posters and newspapers, and discussing their textual features 🗨️
    - applying knowledge of textual features to help locate key information, eg identifying details relating to name, age and nationality across digital and print information forms 🗨️
  - understand that language use changes according to mode of delivery and context, for example: (ACLCHU047, ACLCHU048, ACLCHU142) 🗨️
    - exploring the nature of the concept of ‘family’ in Chinese culture and how this influences relationships between individuals, eg addressing adults as 叔叔 or 阿姨 🗨️
    - applying appropriate choices of pronouns and labels when referring to others in interactions, eg 您/你, 小张/张晓琴 🗨️
    - connecting the sound of spoken Chinese with the spelling and tone marks of *Pinyin*, eg reading out words written in *Pinyin* with attention to Chinese pronunciation and tone; using *Pinyin* to record the sound of words or sentences encountered 🗨️

*Content for students with prior learning and/or experience*

Students:

- apply the tonal features of spoken Chinese, and recognise how syllables are decoded from and encoded into Pinyin, for example: (ACLCHC138) 🗨️
  - applying listening discrimination to complete a listening task by selecting the correct *Pinyin* and tone that is read out 🗨️
  - combining and voicing consonants and vowels 🗨️
  - segmenting words into consonants, vowels and finals 🗨️

- identify the form, composition and spacing within *Hanzi*, relating components and their positions to their meaning and sound, for example: (ACLCHC139) 📖
  - applying appropriate Chinese writing conventions (方块字), including direction of text and punctuation 📖
  - applying rules of stroke direction and stroke order when writing characters, paying attention to details such as length of a stroke to discriminate similar forms, eg 土 and 士 📖
  - developing skills in identifying the structure and components of a compound character; eg 学 has two components with top-and-bottom structure 📖
  - categorising characters with common components (eg 花、草、菜), and making connections between meanings and sounds of components and meanings and sounds of characters, eg 目 (eye) in 看 (to look at) 📖
  - recognising the use of traditional and simplified characters in the local community, eg 《大洋时报》 uses traditional characters, exploring texts in both forms of characters and analysing differences in orthography, eg 门 and 門 📖
  - inferring meaning of unfamiliar words from known morphemes, eg 学生、学校、小学 📖
  - understanding that a character might have multiple meanings, eg that 冷 means ‘cold’ in 冷水 and ‘quiet’ in 冷清 📖
  
- develop knowledge of grammatical elements to describe actions, people and objects, for example: (ACLCHU140) 📖
  - recognising that there are multiple ways to structure a sentence, eg 我吃了早饭后去学校 and 吃了早饭后我去学校 📖
  - elaborating ideas in sentences, including details such as time, place and manner, eg 星期一我从上海坐飞机到北京 📖
  - learning meta-terms to describe grammar rules in Chinese, eg the placement of 主语 (subject), 动词 (verb), 名词 (noun) in sentences 📖
  - using past tense marker, eg.....了 📖
  - understanding simple word order (subject verb object), eg 我喜欢绿色, 我有玩具
  - expressing politeness, eg 请来, 我想买。。。 📖
  - making a request, eg 你有。。。吗? 我可以.....吗? 📖
  - expressing quantity in a variety of ways, eg 全部, 有些, 大部分, 少数, 十个当中有一个 📖
  - ordering events, eg 首先, 然后, 最后 📖
  - describing weather conditions, eg 今天很冷, 天气太热了 📖
  - describing daily routine, eg 起床, 吃东西, 去睡觉, 去上学 📖
  
- recognise similarities and differences in the structures of spoken and written texts, for example: (ACLCHU141) 📖
  - identifying differences and similarities in language choices and text structure across spoken and written texts, eg comparing an announcement with a public notice 📖
  - comparing and differentiating forms of texts based on purpose and audience, eg asking: What’s the difference between a letter and an email? What might be the reasons for such differences? 📖
  - applying cohesive devices in producing imaginative texts, correspondence and informative texts, eg beginning a story with 很久很久以前 📖

# UNDERSTANDING

## LANGUAGE VARIATION AND CHANGE

### OUTCOME

A student:

- > identifies changes in Chinese due to contact with other languages LCH2-8U

### CONTENT

Students:

- recognise that Chinese and English borrow words and expressions from each other and other languages, for example: 🌐👉
  - recognising that the Chinese language borrows and adapts words and expressions from English and other languages, eg 可口可乐 - Coca Cola, 酷 - cool 🌐👉
  - identifying Chinese words that are used in English and other languages, such as Yum Cha - 饮茶 noticing differences in pronunciation and whether they relate to particular themes, eg sport, food, fashion, considering possible reasons for this 🌐👉

# UNDERSTANDING

## ROLE OF LANGUAGE AND CULTURE

### OUTCOME

A student:

- > recognises terms and expressions in Chinese that reflect cultural practices, and make comparisons with their own and other communities LCH2-9U

### CONTENT

Students:

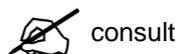
- make connections between cultural practices and language use, such as culture-specific terms or expressions in Chinese or English, for example: (ACLCHU032, ACLCHU144) 🌐🌐
  - participating in exchanging good wishes in celebrations such as 龙年快乐, and comparing cultural practices of celebration from around the world 🌐🌐
  - describing the cultural meaning of symbolic images, eg the use of the colour red during Chinese New Year and asking why red is so widely used during celebrations in China 🌐🌐✳️
  - identifying culturally specific terms and phrases, eg ‘mate’ in Australian English and 吃了吗 in Chinese, and sharing insights into why particular cultures value certain colloquial language 🌐✳️
- understand that ways of communicating and behaving reflect aspects of personal identity, for example: (ACLCHU025) 🌐🌐✳️
  - prioritising information when talking about self, eg 我叫 Kate before 我八岁 🌐🌐
  - discussing the concept of ‘self/我’, exploring questions, eg ‘What makes me special in my family? In my class? In my school?’, eg 我叫 Tina, 我是妹妹。我上三年级, 我的老师是王老师 🌐✳️

*Content for students with prior learning and/or experience*

Students:

- reflect on their experiences when interacting in Chinese and English-speaking contexts, identifying differences in language use and behaviours, for example: (ACLCHC137) 🌐🌐✳️
  - deciding how best to address and refer to others, eg addressing an older stranger as 姐姐 or 阿姨 in Chinese and considering how that person would be addressed in English 🌐🌐✳️
  - identifying ways in which their Chinese identity is reflected in their daily life and interests, eg belonging to a sports or hobby group or attending community school 🌐🌐✳️
  - considering their linguistic skills and cultural knowledge and understanding in Chinese and English-speaking contexts, and how these contribute to their overall sense of identity 🌐🌐✳️
  - participating in cultural events, eg watching a China–Australia soccer match, performing a Chinese song to the school community, watching an Aboriginal or Torres Strait Islander smoking ceremony or celebrating Anzac Day and reflecting on own reactions 🇺🇸🌐🌐✳️

# CONTENT FOR STAGE 3



consult

## COMMUNICATING

## INTERACTING

## OUTCOME

A student:

- > interacts with others in Chinese to exchange information and to engage in classroom activities  
LCH3-1C

## CONTENT

Students:

- initiate interactions and exchange information with teacher and peers, for example: (ACLCHC033)
  - participating in a classroom forum, using strategies, eg turn-taking cues, requests for clarification, and respectful language for agreeing or disagreeing, eg using expressions 大家一起来 该你了, 该谁了? 请再说一遍, 您好, 同意, , 不同意
  - initiating a written interaction with a peer, eg using expressions 我想找个笔友, 我的老师把你介绍给了我
  - exchanging a set of survey questions and responses with another school
  - exchanging emails, letters and text messages to determine similar interests, eg using expressions 你会踢足球吗? 你什么时候踢足球? 你喜欢踢足球吗? 我也喜欢。
  - exchanging information with others recounting experiences with friends, eg 星期天, 我们去了海滨。我们吃了蛋糕。
  - participating in shared blogs or exchanging information with students from a sister school, eg using expressions 你好, 我叫 Ann, 我是澳大利亚的。。。
- collaborate with peers to plan a group activity or shared event, for example: (ACLCHC033, ACLCHC034)
  - exchanging information with a classmate to determine where and when a meeting will take place, eg using expressions 你星期六做什么? 你想和我一起去看电影吗? 中午你有空吗?
  - assisting in organising and hosting visitors to the school, eg developing the program, composing the speech of welcome, developing a list of questions that could be asked, preparing to show the visitors around the school
  - preparing performances celebrating important events in the Chinese calendar to present at school assemblies, eg a *taiji* performance, a lion dance, or a Spring Festival song  
《eg 恭喜恭喜》

*Content for students with prior learning and/or experience*

Students:

- initiate interactions with adults and peers to exchange information, ideas and opinions, for example: (ACLCHC145) 🌐🌐👉👉
  - responding appropriately to invitations, eg using expressions 谢谢你的邀请，祝你生日快乐。但是我星期日要...对不起，不能参加你的聚会。希望你玩得高兴 🌐👉
  - engaging others in conversation and inviting responses on issues, including favourite sporting teams or players, favourite pop groups or books, eg using expressions...你最喜欢的球队是哪一个？哪个乐队你最欣赏？哪一本书是你最喜欢的？ 🌐👉👉
  - using social media to maintain contact with classmates and record events in everyday life, by keeping a weekly or daily journal or blog, recording highlights of school or home life or leisure activities, eg 今天我的足球队又输了，真没劲 📱👉👉
  - describing and elaborating on details of experiences in correspondence, eg 这次暑假过得很愉快，我们全家去了巴厘岛。在那儿，我们天天在海边，有时候冲浪，有时候散步。
  - exchanging text messages, emails or letters, using appropriate formats and employing appropriate terms to address the recipient, eg 尊敬的王老师 (for a formal letter), 嘿，小王，最近好吗 (for an informal letter or message) 🌐📧👉👉
  
- collaborate with peers in group tasks and shared experiences to make choices and arrangements, organise events and complete transactions, for example: (ACLCHC146) 🌐👉
  - collaborating to decide on a menu for a class lunch and negotiating items, prices and delivery with a local restaurant, eg 大家都喜欢吃春卷，那么每个人一个春卷，我们需要二十五个 🌐👉
  - locating suppliers of Chinese learning materials through websites and other sources, eg 你这本书是在哪儿买的？我们班要买一套图书，中国城的那家中文书店怎么样？ 🌐📧👉
  - listening to or viewing community media, including local Chinese radio or television, and participating in advertised activities, eg a singing competition or locally organised events 🌐👉
  - researching and arranging a visit to the class by an expert, such as a calligrapher or a *taiji* master, and sharing the experience to promote Chinese learning in the school community 🌐👉

# COMMUNICATING

## ACCESSING AND RESPONDING

### OUTCOME

A student:

- > obtains and organises information from texts, using contextual and other clues LCH3-2C
- > presents information in different formats LCH3-3C

### CONTENT

Students:

- obtain and process information from a range of written, spoken and digital texts, for example: (ACLCHC035, ACLCHC036, ACLCHC037) 🗦️ 🗨️
  - 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, eg time and activities 🗦️ 🗨️
  - identifying specific information, eg listening to a weather forecast, recognising the names of familiar cities, such as 北京, 上海 and recording the weather conditions and the temperature 🗦️ 🗨️
  - investigating and presenting the findings of a research project, eg identifying the proportion of people who speak Chinese in various countries or communities 🗦️ 🗨️
  - recording details about a procedure, eg identifying the name of a recipe and the main ingredients for a dish by viewing a Chinese cooking show 🗦️ 🗨️
  - retelling stories read by the teacher in Chinese and sequencing actions (using 然后), or explaining the cause of an action (using 因为) 🗦️ 🗨️
- convey information for specific audiences using a range of formats, for example: (ACLCHC035, ACLCHC036) 🗦️ 🗨️
  - creating a poster to convey information to Chinese peers, eg about a local city or popular tourist site, including text, pictures, maps or data 🗦️ 🗨️ 🗺️
  - presenting a short talk using information gathered from multiple sources, eg investigating 南京的天气预报 by interviewing the teacher and listening to a podcast of a weather forecast 🗦️ 🗨️
  - supporting presentations with pictures, charts or graphs as appropriate, eg using bar charts to show data on 澳大利亚的语言 🗦️ 🗨️ 📊

*Content for students with prior learning and/or experience*

Students:

- locate, classify and respond to information from a range of spoken, written, digital and visual texts, for example: (ACLCHC147, ACLCHC149) 🗦️ 🗨️ 📺
  - viewing TV programs, documentaries or interviews with young people and discussing the participants' experiences 🗦️ 🗨️
  - investigating aspects of life in Chinese communities overseas, eg web-chatting with relatives overseas to find out more about own family origins, history or circumstances 🗦️ 🗨️ 📺
  - identifying and selecting visual sources, eg 优酷, and comparing and contrasting different perspectives on issues, such as how children in different locations in China describe their school experience 🗦️ 🗨️
  - following an instructional video in order to complete an action, eg watching 如何画中国画, or preparing for a cultural celebration by following video procedures on how to 包粽子 for 端午节 🗦️ 🗨️

- reading children’s literature, including fables and traditional stories, and exploring values and morality tales, eg the concept of 寓意 in 动画片, 小人书 🗨️📖👉
- convey ideas and information in a range of formats, including digital presentations, for different audiences, for example: (ACLCHC148) 🗨️📖👉
  - presenting an oral presentation, supported by digital media, on a topic of interest, eg endangered animals, Australian bushrangers 🗨️📖👉
  - preparing and creating a video clip to share with peers overseas, introducing aspects of local culture, eg interesting places, history, famous people and lifestyle 🗨️📖👉
  - producing a digital display containing text and images to present a personal perspective on life in Australian schools to share with peers overseas 🗨️📖👉
  - creating poster displays using graphics, photographs and illustrations to document and convey ideas related to topics of interest, eg the solar system, their country of origin, family tree or favourite sports team 🗨️📖👉📱

# COMMUNICATING

## COMPOSING

### OUTCOME

A student:

- > composes imaginative and informative texts in Chinese incorporating familiar language LCH3-4C

### CONTENT

Students:

- create imaginative and informative texts, using scaffolded models, for a variety of purposes and audiences, for example: (ACLCHC038) 🛠️ 📱 📺
  - creating short plays or skits and taking on roles in imagined scenarios, eg a shopping trip, fashion show, or visiting or hosting a Chinese friend 🛠️ 📱
  - using digital media to compose a story 🛠️ 📱 📺
  - collaborating to create alternative endings to well-known stories 🛠️ 📱
  - designing and presenting a commercial for a new or existing product likely to appeal to consumers in their age group 🛠️ 📱
  - composing a procedural text, eg a list of instructions 🛠️ 📱 📺
  - writing up their observations of an experiment or results of a sporting event 🛠️ 📱 📺 📄
- create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community, for example: (ACLCHC040) 🛠️ 📱
  - creating bilingual learning resources, eg print or digital word banks or glossaries of Chinese and English expressions used in formal and informal everyday interactions 🛠️ 📱 📱
  - using dictionaries and electronic translation tools to compose bilingual texts, eg captions, menus, posters or invitations 🛠️ 📱
  - creating bilingual texts for the classroom or school community, eg invitations to attend class or school assembly performances, posters advertising Languages Day 🛠️ 📱
  - using digital media to create signages for the school community, using both language and images 🛠️ 📱 📱

*Content for students with prior learning and/experience*

Students:

- compose imaginative and informative texts for a variety of purposes and audiences, for example: (ACLCHC150) 🛠️ 📱
  - recording news around the school in the form of a magazine, either e-version or print version 🛠️ 📱 📱
  - writing a review of a movie or sporting or cultural event for an online magazine 🛠️ 📱 📱
  - recounting an imagined encounter with a famous person or acting out a scenario where cultural misunderstandings produce a humorous outcome 🛠️ 📱
  - writing up the results of a scientific experiment 🛠️ 📱 📄
  - composing narratives to describe imagined experiences, eg a trip to China, including a visit with a homestay family or an adventure on the Great Wall, or the experiences of a Chinese student visiting Australia 🛠️ 📱

- create bilingual texts and resources for their own language learning and the school community, for example: (ACLCHC152) 🛠️👉
  - creating a school information pack in English and Chinese that can be used for student visitors from China 🛠️👉
  - producing a Chinese version of the school canteen menu 🛠️👉

# UNDERSTANDING

## SYSTEMS OF LANGUAGE

### OUTCOME

A student:

- > applies key features of Chinese pronunciation and intonation, and apply basic writing conventions LCH3-5U
- > demonstrates understanding of grammatical structures to present information LCH3-6U
- > recognises variations in linguistic and structural elements in familiar texts LCH3-7U

### CONTENT

Students:

- reproduce pronunciation and intonation, recognising stress and phrasing, and make connections with the spelling and tone marks of *Pinyin*, for example: (ACLCHU042)
  - recognising and discriminating between homonyms in Chinese, eg *shì*—是 and 室, relying on contextual cues to assist understanding, and differentiating syllables with different tones, eg *shì* (是) and *shí* (十)
  - connecting the sound of spoken Chinese with the spelling and tone marks of *Pinyin*, eg reading out words written in Pinyin with attention to Chinese pronunciation and tone; using *Pinyin* to record the sound of words or sentences encountered
- write familiar *Hanzi*, identifying common components and connections in meaning, for example: (ACLCHU043)
  - decoding *Hanzi* by analysing their structure and the number of components, and recognising familiar components
  - applying their knowledge of *Hanzi* to learn to read and write new *Hanzi*, and developing strategies for learning, eg making connections between characters with a common component (你、他、们)
  - identifying different meanings of key morphemes used in different contexts, eg 天, 日, 二/两, 你好 versus 好玩
- recognise the systematic nature of Chinese grammar rules, for example: (ACLCHU044)
  - developing knowledge of metalinguistic terminology, discussing, eg What is the plural form? How do we know it's plural when reading in English? Can we tell when we read a Chinese word?
  - recognising that in Chinese, verbs convey tense without verb conjugation, eg explaining why 有 can mean 'have', 'had' and 'will have'
  - comparing the use of tenses in English and Chinese, eg how future tense is often expressed through time phrases in Chinese (我明天去北京, 下个星期去上海)
  - identifying the use of adverbial phrases, and extending understanding of sentence structure using subject–time–place–manner–verb–object, eg 我星期一上学。我在墨尔本上学。我走路上学
  - examining the clauses of a sentence in Chinese and noticing how they are linked coherently, eg 他叫王小明, (他) 是我的朋友 (ie no subject/pronoun)
  - applying processes of discourse development, including joining (也、和), contrasting (但是) and sequencing (就) information

- using alternative language to clarify intended meaning, eg saying 我不胖不瘦 when they don't know the phrase 中等身材 🗨️
- identify how the features of text organisation vary according to audience and purpose, for example: (ACLCHU045) 🗨️
  - describing the major features of familiar text types in Chinese, and experimenting with analysing Chinese texts, such as recognising the 'problem' and the 'resolution' in a narrative 🗨️
  - identifying the purpose and intended audience and context of a range of familiar texts, eg digital, online or face-to-face 🗨️
  - exploring features and conventions of Chinese text, including lack of word spacing or use of punctuation, and variability in text direction, and comparing texts in traditional characters with texts in simplified characters 🗨️
  - understanding the use of Chinese-specific punctuation, eg double quotation marks to signal a quote 🗨️
- understand that language use changes according to mode of delivery and context, for example: (ACLCHU046, ACLCHU048) 🗨️
  - applying appropriate choices of pronouns and labels when referring to others in interactions, eg 您/你, 小张/张晓琴 🗨️
  - understanding that *Putonghua* is the standard spoken language used in China and the main Chinese language taught in other areas of the world 🗨️
  - understanding that there are simplified and traditional Chinese characters, and exploring examples of both forms to identify differences, eg 门 and 門 🗨️
  - exploring the nature of the concept of 'family' in Chinese culture and how this influences relationships between individuals, eg addressing adults as 叔叔 or 阿姨 🗨️

*Content for students with prior learning and/or experience*

Students:

- recognise the use of tone, intonation and stress of words to express emotion, opinion and attitude, for example: (ACLCHU154) 🗨️
  - reading aloud printed information with attention to pronunciation and tone 🗨️
  - recognising syllable changes in speech, including change of tonal value and tone, eg 不要 🗨️
- recognise the contextual meanings of individual syllables or Hanzi to assist comprehension and vocabulary development, and explain the form and function of components of individual Hanzi, for example: (ACLCHU155) 🗨️
  - inferring the meaning of unfamiliar *Hanzi* by identifying familiar semantic and phonetic components of compound *Hanzi*, and using contextual clues to map the form of characters to sound and meaning 🗨️
  - using digital tools to write a specific *Hanzi*, and finding out its pronunciation by using online dictionaries 🗨️
  - writing *Hanzi* with correct structure and proportion when writing with and without 田字格, and discussing issues with remembering and reproducing individual components in *Hanzi*, eg discriminating between *Hanzi*, such as 冒、昌... 🗨️
  - exploring a range of fonts in digital form and personal styles of writing, and appreciating the aesthetic value of calligraphy, eg 硬笔书法 🗨️

- understand and use basic structures and features of Chinese grammar to elaborate on meaning, for example: (ACLCHU156) 🗣️
  - recognising terms and expressions used in formal written styles, eg 首先, 其次, 最后 rather than 先...后来...后来... 🗣️
  - recognising grammatical functions of common suffixes and prefixes to assist comprehension in reading, such as recognising that 子, 者, 家 are noun suffixes, eg 家 in 书法家、数学家 🗣️
  - discriminating between the contextual meanings of characters with multiple meanings, such as 家 in 家人 and in 画家 🗣️
  - recognising words that reflect particular cultural understandings, eg 天气 means 'weather' but literally translates as 'sky's energy' 🗣️
  - explaining the function of words and structures in language encountered, eg 了 in the sentence 我早上看见了两只猫 indicates the completion of an action in the past
  - exploring and beginning to build more complex messages, such as using forms of cohesion, and finding ways to generalise or nominalise ideas, eg 因为... 所以 ..., 虽然... 可是..., 不但... 而且..., 总而言之/总的来说 🗣️
  - using verb forms, eg modal verbs (能, 必须) and conditional form (应该, 会, 可能)
  - describing feelings, eg 太棒了, 最好的 / 最差的
  
- identify how the features of text organisation vary according to audience and purpose, for example: (ACLCHU157) 🗣️
  - exploring metaphorical and literal meaning in texts, eg 远远的街灯亮了, 像是闪着无数的明星 🗣️
  - analysing persuasive devices in texts, including 比喻、夸张、排比 and experimenting with rhetorical devices in own speech and writing 🗣️
  - identifying culturally specific features, eg 日月如梭, 难于上青天 🗣️🌐

# UNDERSTANDING

## LANGUAGE VARIATION AND CHANGE

### OUTCOME

A student:

- > explores how Chinese is influenced by and influences other languages LCH3-8U

### CONTENT

Students:

- recognise that there is diversity within the Chinese language, for example: (ACLCHU127)
  - researching the many different dialects used in China at the present moment
  - comparing and contrasting simplified and traditional characters
  - noticing how accent and ways of expression vary between a Malaysian Chinese, Singapore Chinese and Chinese spoken in Hong Kong
  - understanding that in Taiwan, most of the texts/publications are still using traditional form of writing which is read from right to left vertically
  - understanding that there are various accents used by people from different parts of China
  - exploring how the Chinese language has changed in response to modern life, eg the inclusion of English terms in everyday language; recognising ‘borrowed words’/借词 in Chinese from English, eg 咖啡、 澳大利亚, and in English from Chinese (eg, *tofu*), and discussing how and why these types of words are introduced
  - noticing the use of English words or phrases in Chinese interactions, eg 拜拜, or a few words of English in a Chinese pop song, and discussing the reason for the ‘code-switching’

# UNDERSTANDING

## ROLE OF LANGUAGE AND CULTURE

### OUTCOME

A student:

- > makes connections between their own cultural practices and language use and those of Chinese-speaking communities LCH3-9U

### CONTENT

Students:

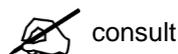
- understand that language use is shaped by the values and beliefs of a community, for example: (ACLCHU048) 🌐🇨🇳👂
  - exploring cultural values conveyed in expressions relating to celebrations, eg asking: ‘In the colloquial phrase 合家团圆, what is 团圆? Why wish people 团圆? Does this have the same meaning in Australian contexts? What’s the relationship between the language use and the Chinese values in this phrase?’ 🌐🇨🇳👂
  - applying appropriate choices of pronouns and labels when referring to others in interactions, eg 您/你, 小张/张晓琴 🌐🇨🇳
  - using appropriate forms of address in interactions, including nicknames for friends, greetings eg 嘿、哈罗、吃了吗、校长好, and courtesy phrases when agreeing, thanking, apologising, refusing, declining and leave-taking, eg 谢谢, 不客气, 对不起, 没关系 🌐🇨🇳
- describe aspects of own identity and reflect on differences between Chinese and own language and culture, considering how this affects intercultural communication, for example: (ACLCHC041) 🌐🇨🇳👂
  - comparing and contrasting their home life with other students in the class 🌐🇨🇳👂
  - defining own identity by describing relationships with others, eg friendship groups (我的朋友是 Lisa 和 George, 我们都很聪明), ethnic group (我是德裔澳大利亚人) 🌐🇨🇳👂
  - engaging with Chinese speakers through organised school activities, eg through a video-conference with students at a Chinese school, or welcoming visitors to own school, observing moments when difficulties are experienced in communication and reflecting on the cause of the difficulty 🌐🇨🇳👂
  - sharing with peers personal experiences of interacting with Chinese speakers, eg ‘I was really nervous and forgot how to say...’ 🌐🇨🇳👂

*Content for students with prior learning and/or experience*

- reflect on their experiences in Chinese and English-speaking contexts, discussing adjustments made when moving from English to Chinese and vice versa, for example: (ACLCHC153) 🌐🇨🇳👂
  - observing and reflecting on how interacting in Chinese feels different to interacting in English, and identifying ways of communicating or behaving that appear culturally specific 🌐🇨🇳👂
  - discussing the most challenging aspects of moving from a Chinese-speaking community to Australia 🌐🇨🇳
  - engaging with Chinese peers in diverse contexts, identifying situations in which misunderstanding or miscommunication occurs and exploring strategies to overcome these 🌐🇨🇳

- discussing language choices expected or required in diverse contexts across languages, eg apologising, congratulating, expressing thanks, declining, rejecting, complaining 🌐🌐🌐

# CONTENT FOR STAGE 4



consult

## COMMUNICATING

### INTERACTING

### OUTCOME

A student:

> uses Chinese to interact, plan and take action LCH4-1C

**Related Life Skills outcome:** LCHLS-1C

### CONTENT

Students:

- initiate interactions with teacher and peers to exchange information and opinions on a range of topics, for example: (ACLCHC081) 🗨️
  - participating in class routines such as greeting the teacher and peers, saying goodbye, and asking for permission, eg 你好! 再见! 老师好! 🗨️
  - initiating a conversation with a new student 🗨️
  - interacting with peers to identify common interests or opinions 🗨️
  - engaging in class discussions by responding to a set of questions 🗨️
- engage in collaborative tasks and activities that involve planning and making arrangements, for example: (ACLCHC082) 🗨️ 🗨️
  - planning a class sports day, discussing who prefers which sport and creating a program accordingly 🗨️ 🗨️
  - determining an agreed social activity with classmates, eg going out on a night during the week 🗨️ 🗨️
  - using online collaborative learning tools to create a rap about greetings and performing it in groups, eg 你好吗? 我很好。你呢? 我也很好。大家好! 🗨️ 🗨️ 🗨️

*Content for students with prior learning and/or experience*

Students:

- initiate and sustain interactions with peers and known adults on a range of topics and experiences, for example: (ACLCHC049, ACLCHC194, ACLCHC161) 🗨️ 🗨️
  - talking with a new student about their experience of attending a new school 🗨️ 🗨️
  - discussing with a friend various options regarding what to do on the weekend 🗨️
  - discussing aspects of high school life with parents and friends 🗨️
- engage in collaborative tasks and activities that involve planning, making decisions and negotiating, for example: (ACLCHC050, ACLCHC195, ACLCHC162) 🗨️ 🗨️
  - discussing the choice of a film to see with friends 🗨️ 🗨️
  - determining and allocating tasks in relation to a joint project 🗨️ 🗨️

*Content for students with a background in Chinese*

Students:

- interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences, for example: (ACLCHC226) ✨ 🏠
  - talking to your teacher about the challenges of learning in a different cultural environment ✨ 🏠
  - making a phone call to your friend in China in which you discuss unusual aspects of your life in Australia ✨ 🏠
  - exchanging ideas with your Chinese classmates about the experience of learning English in an Australian context ✨ 🏠
  - talking to friends about maintaining aspects of Chinese culture and values in the Australian context ✨ 🏠
  
- engage in collaborative tasks that involve negotiating, solving problems and justifying decisions, for example: (ACLCHC227) ✨ 🏠
  - teaching non-Chinese friends how to buy something in a Chinese grocery shop ✨ 🏠
  - discussing with friends how to resolve a personal issue ✨ 🏠
  - negotiating with parents regarding computer game time ✨ 🏠
  - jointly assigning and justifying the allocation of roles to classmates relating to a planned activity based on their interests and strengths ✨ 🏠

# COMMUNICATING

## ACCESSING AND RESPONDING

### OUTCOME

A student:

- > identifies main ideas and obtains information from texts LCH4-2C
- > uses Chinese to present information and ideas in a range of formats for different audiences LCH4-3C

**Related Life Skills outcomes:** LCHLS-2C, LCHLS-3C

### CONTENT

Students:

- locate information and identify gist in a range of written, spoken and digital texts, for example: (ACLCHC083, ACLCHC084) 🗣️
  - recording specific information from audio-visual texts 🗣️
  - locating relevant information in texts, eg graphs, chatroom conversations, advertisements or posters 🗣️
  - identifying the purpose of texts, eg websites or advertisements 🗣️
- convey information and ideas in a variety of spoken, written and digital forms for different audiences, for example: (ACLCHC084, ACLCHC085, ACLCHC086) ⚙️ 🗣️
  - obtaining information from a class survey, eg 你喜欢.....吗? 你有.....吗? 你是.....吗? , and presenting the findings in a table or graph in English or Chinese for another class ⚙️ 🗣️
  - summarising the findings of a class survey for presentation in English in a digital visual presentation, poster or wall chart ⚙️ 🗣️ 🗣️
  - conveying information about people or events in a profile or timetable/timeline to show a sequence of events ⚙️ 🗣️
  - collecting, collating and presenting data in Chinese or English using online survey software ⚙️ 🗣️ 🗣️

*Content for students with prior learning and/or experience*

Students:

- obtain and analyse information from a range of written, spoken and digital texts, for example: (ACLCHC051, ACLCHC052, ACLCHC053, ACLCHC196, ACLCHC163) ⚙️ 🗣️
  - identifying key information from interviews with others, news reports and other media resources, eg 据报道 - 据说, 招了 - 认罪 ⚙️ 🗣️
  - making connections between images and charts and the content of texts and answering questions from peers on key words to locate information ⚙️ 🗣️
  - viewing texts, eg travel brochures, and recognising the word/phrase boundaries and applying knowledge of Chinese information-sequencing rules, eg 这个地方拥有七个重要的景点 ⚙️ 🗣️
  - discussing the generational, personality and cultural differences evident in texts, eg films and TV shows ⚙️ 🗣️
- convey information and ideas on a range of topics, events or experiences, using different modes of presentation for particular audiences, for example: (ACLCHC051, ACLCHC197, ACLCHC164) ⚙️ 🗣️

- identifying appropriate sources for a research project, eg a tourism website or a documentary, and comparing, summarising and analysing information from a range of sources 🗨️ 📄 📊 📱
- presenting information about different music tastes by comparing contemporary music popular among Chinese and Australian teenagers 🗨️ 📄 📱
- investigating a social, environmental or cultural issue using a range of sources and presenting findings 🗨️ 📄 📊 📱
- collating and presenting data in Chinese or English using online survey software 🗨️ 📄 📊 📱

#### *Content for students with a background in Chinese*

##### Students:

- access and evaluate information in a range of written, spoken and digital texts, for example: (ACLCHC228, ACLCHC229) 🗨️ 📄 📱
  - accessing diverse spoken texts, such as speeches, dialogues, news reports or interviews, and summarising key information in English, using expressions, eg 总之, 综上所述 🗨️ 📄
  - analysing and discussing word choices used to achieve a particular effect in digital texts, eg a debate on TV, or an advertisement on a website 🗨️ 📄 📱
  - obtaining information on social topics from diverse sources and expressing own perspective in a variety of formats 🗨️ 📄
  - evaluating the relevance and reliability of information from various sources on a topic of interest 🗨️ 📄
- convey information, ideas and perspectives on a range of topics, events or experiences, using a variety of presentation modes for particular audiences, for example: (ACLCHC229, ACLCHC230) 🗨️ 📄
  - re-presenting information from one source using a different mode for a different audience, eg writing a report of an event from a news broadcast for the school magazine 🗨️ 📄
  - writing a review of a film, play or novel that considers the life and times of the composer of the text 🗨️ 📄
  - researching a topic of particular interest to young people and presenting the information to an audience of adults 🗨️ 📄

# COMMUNICATING

## COMPOSING

### OUTCOME

A student:

- > applies a range of linguistic structures to compose imaginative and informative texts in Chinese in a range of formats for different audiences LCH4-4C

**Related Life Skills outcome:** LCHLS-4C

### CONTENT

Students:

- compose imaginative and informative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language, for example: (ACLCHC086) 🌟📖
  - captioning pictures, photos or cartoons
  - composing a multi-modal introduction of self and family, eg I am called Bruce Lee. 你叫什么名字? I am 12. 你呢? I am Australian 📖📖
  - creating a short group play based on a familiar story and performing it, eg 白雪公主/Snow White, 美猴王/The Monkey King 🌟📖
- create bilingual texts and resources, and games, glossaries and class dictionaries, for example: (ACLCHC056) 🌟📖
  - producing a game with pictorial and/or English/Chinese instructions, and creating an online quiz in English and Chinese to revise vocabulary 🌟📖📖
  - producing an English-Chinese dictionary of words and phrases, including explanations of some idioms and expressions 🌟📖
  - composing bilingual texts, eg menus, schedules or captioned photo montages 🌟📖
  - creating bilingual texts for the school or local community, eg posters or signs 🌟📖

*Content for students with prior learning and/or experience*

Students:

- compose imaginative and informative texts in a variety of formats for different purposes and audiences, for example: (ACLCHC054, ACLCHC199, ACLCHC166) 🌟📖📖
  - writing an imagined account of a visit to a city in China, using information from a travel brochure 📖
  - producing texts in various literary styles, experimenting with descriptive language to capture the intensity of characters' emotions, eg 浅绿的, 雪白的 🌟📖
  - creating digital stories in Chinese, considering plot, characters and setting, eg an adventure on the Great Wall, an encounter with the Monkey King 🌟📖📖
  - writing a procedural text, eg a recipe or the steps of an experiment 🌟📖
  - writing the profile of a famous person 🌟📖
  - writing a story to celebrate a particular event, eg Harmony Day 🌟📖
- create bilingual texts and resources for the school and wider community, for example: (ACLCHC166, ACLCHC201, ACLCHC168) 🌟📖
  - producing a bilingual visitor's guide for the school 🌟📖

- creating a bilingual brochure with illustrations to introduce Chinese traditional games to the school, eg shuttlecock kicking, tug of war, table tennis 🌟🎓
- producing a bilingual Chinese food recipe book to introduce healthy Chinese food to the school canteen, eg fried rice, long life noodles 🌟🎓
- annotating a Chinese text for an English-speaking audience 🌟🎓

*Content for students with a background in Chinese*

Students:

- compose imaginative and informative texts in a variety of formats for different purposes and audiences, for example: (ACLCHC232) 🌟🎓
  - presenting the lifestyles of people in various places in China, showing how historical or geographical factors have impacted on them 🌟🎓
  - rewriting a familiar story from a different viewpoint 🌟🎓
  - composing stories in digital formats that illustrate a particular Chinese value 🌟🎓
- create bilingual texts and resources for the school and wider community, for example: (ACLCHC234) 🌟🎓
  - creating a resource for the community explaining concepts that are not immediately understood by non-Chinese speakers 🌟🎓
  - translating into Chinese a principal's address to parents, including explanatory statements where appropriate 🌟🎓
  - producing a bilingual Chinese food book with illustrations to introduce China's 8 Great Regional Cuisines to the community, eg Sweet Cantonese Food, Spicy Sichuan Cuisine 🌟🎓

# UNDERSTANDING

## SYSTEMS OF LANGUAGE

### OUTCOME

A student:

- > applies Chinese pronunciation and intonation patterns and writing conventions LCH4-5U
- > recognises and manipulates familiar grammatical structures LCH4-6U
- > identifies linguistic and structural conventions and cultural influences in a range of texts LCH4-7U

**Related Life Skills outcomes:** LCHLS-5U, LCHLS-6U, LCHLS-7U

### CONTENT

Students:

- recognise and use features of the Chinese sound system, discriminating use of tones, rhythm and sound flow, and making connections with Pinyin, for example: (ACLCHU090) 🗨️
  - differentiating pronunciation, intonation and stress when listening to short texts, eg 四是四，十是十，十四是十四，四十是四十 🗨️
  - exploring key features of Chinese phonology by comparing with English phonetics 🗨️
  - recognising and discriminating between homonyms in Chinese 🗨️
- use familiar *Hanzi*, identifying how character structure, position and component sequences relate the form of a character to its particular sound and meaning, for example: (ACLCHU091) 🗨️
  - comparing the structure of familiar *Hanzi* to learn about common components and their function to a compound character, eg 妈，姐，妹 🗨️
  - applying their knowledge of characters to develop strategies for learning, eg making connections between characters with a shared component 🗨️
  - identifying new words in Chinese as the result of new concepts, and analysing the nature of technology-related terms, eg 电脑，电话 🗨️
- understand elements of Chinese grammar, such as word order and sentence construction, for example: (ACLCHU092) 🗨️
  - analysing Chinese-specific grammatical structures and features, eg 能不能，有没有 🗨️
  - identifying similarities and differences between Chinese and English, such as word order and sentence construction, eg 那是 Alice. 🗨️
  - exploring ways to initiate an interaction by selecting and incorporating modelled structures in new contexts, eg 你有没有书？这是不是金鱼？ 🗨️
  - using question words, eg 吗，什么，几 🗨️
  - responding to questions, eg 是，不是 🗨️
  - concluding an interaction, eg 祝你生日快乐！明天见！谢谢！ 🗨️
  - using expressions to plan, negotiate, express an opinion and agree, eg 我想要...，我们...，好不好？我觉得...，我同意... 🗨️
  - using special verbs, eg 有，没有 🗨️
  - using connectives, eg 和，也 🗨️
  - using emotive verbs, eg 喜欢，不喜欢，爱 🗨️
  - using adjectives, eg 大，小，红，白，绿，黑，蓝 🗨️

- indicating possession, eg 我的, 你的, 他的, 她的 🗨️
- using pronouns, eg 我, 你, 这, 那 🗨️
- identify textual conventions of familiar spoken, written and multimodal texts, for example: (ACLCHU093) 🗨️
  - comparing similarities and differences in textual features between languages, eg letters, journals, emails, invitation cards 🗨️
  - experimenting with features of text presentations in Chinese, eg text direction, word spacing, punctuation and overall paragraph format when using squared paper 🗨️
  - discussing the major feature of familiar text types in Chinese eg in narratives, first person pronoun is used prominently and other people are referred to by their association to the narrator, eg 我爸爸, 我的家人 🗨️
- understand how language use varies according to context, purpose, mode of delivery and the roles and relationships of participants, for example: (ACLCHU094) 🗨️
  - recognising diversity in Chinese character texts by examining a variety of texts, including newspaper, magazines and calligraphy scripts 🗨️
  - exploring ways in which Chinese language use has adapted to local communities such as overseas Chinese community, eg 饮茶 (drinking tea = *yumcha* from Cantonese) 🗨️
  - understanding that Mandarin is the dominating oral language in China and exploring the meaning of dialect maintenance 🗨️

#### Content for students with prior learning and/or experience

##### Students:

- apply Chinese pronunciation and intonation patterns, examining differences in sounds and tones, and patterns of sound flow in speech, for example: (ACLCHU058, ACLCHU203, ACLCHU170) 🗨️
  - discriminating words that have similar sounds by responding to a variety of texts, such as songs, poems or rhymes 🗨️
  - identifying differences in tones in spoken Chinese to support understanding, eg 你去? with rising intonation 🗨️
  - examining variations in regional accents and distinguishing words with similar sounds while listening to interactions of speakers in diverse contexts, eg ‘*shi*’ versus ‘*si*’, ‘*pa*’ versus ‘*ba*’ 🗨️
- recognise and use familiar *Hanzi* in simple texts, inferring meaning from common *Hanzi* components or position of components, for example: (ACLCHU059, ACLCHU204, ACLCHU171) 🗨️
  - interpreting the meaning of new *Hanzi* by using knowledge of radicals and common *Hanzi* components in short texts, eg 柱 versus 住 🗨️
  - applying knowledge of Chinese nouns when reading for meaning words with suffixes, eg 学习, 学校 🗨️
  - identifying *Hanzi* based on knowledge of components when inputting Chinese in a digital text 🗨️
- understand and use elements of Chinese grammar and sentence structure, to express ideas, for example: (ACLCHU060, ACLCHU205, ACLCHU172) 🗨️
  - examining different ways to initiate an interaction in new contexts, eg 你忙吗? 你能来吗? 🗨️
  - exploring sequencing expressions to enhance flow and clarity of ideas, eg 首先……其次…… 🗨️
  - applying knowledge of language features when producing own texts, eg 比喻, 排比, 对比 🗨️
  - indicating future action, eg 要, 会 🗨️
  - using sentence patterns for narrative accounts, eg 我发现 🗨️

- understanding rhythm in Chinese words, eg double and quadruple syllable words (舒服, 舒舒服服) 🗨️
- adverbial phrases of time, eg 后来, 接下来 🗨️
- understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences, for example: (ACLCHU061, ACLCHU206, ACLCHU173) 🗨️
  - comparing language features in diverse genres with similar topics to understand the importance of recognising audience in communication, eg birthday invitation card, birthday song 🗨️
  - examining formal and informal language registers used according to purpose and context, eg informal letters, formal speeches, interviews 🗨️
  - analysing the structure of persuasive texts in Chinese and discussing its effectiveness, eg introduction, body, conclusion 🗨️
- understand how language use varies according to context, purpose, mode of delivery and the roles and relationships of participants, for example: (ACLCHC062, ACLCHU174, ACLCHC207) 🗨️
  - analysing language use in public texts across different Chinese-speaking communities, eg the use of simplified versus traditional characters in overseas Chinese newspapers 🗨️
  - identifying idioms and slang in spoken and written texts to recognise the importance of context, eg 不三不四 in spoken language 🗨️
  - examining words and phrases used in texts to establish authority, relationship and purpose of the interaction, eg 方医生 🗨️

#### Content for students with a background in Chinese

##### Students:

- apply the Chinese sound system, explaining phonological and tonal features, including variations in tone, stress and phrasing, for example: (ACLCHU236) 🗨️
  - analysing features in Chinese poems and recognising variations in tone and stress, such as 李白《静夜思》 🗨️
  - identifying features of spoken Chinese by comparing pronunciation and speech patterns in a range of texts, such as news broadcasts 🗨️
  - comparing features of Chinese and English phonology and exploring differences and similarities to enhance learning of both languages 🗨️
- use an increasing range of *Hanzi* in texts, identifying the form and function of components in individual *Hanzi*, for example: (ACLCHU237) 🗨️
  - comparing differences between traditional and simplified characters and interpreting the meaning of unfamiliar *Hanzi*, using knowledge of components 🗨️
  - analysing relationships between *Hanzi* and meanings in phrases representing auspicious meanings, such as 年年有余 – 年年有鱼 🗨️
  - applying understanding of orthographic principles to predict the meaning of unknown *Hanzi* 🗨️
- apply knowledge of Chinese grammar to organise and elaborate on ideas and opinions, for example: (ACLCHU239) 🗨️
  - comparing grammatical features in English and Chinese, eg tense, passive prepositions, plurality, possession 🗨️
  - identifying distinctive features of Chinese grammar in texts, eg 了 particle for completed action and 过 particle indicating a certain experience in the past 🗨️
  - using diverse sentence patterns when composing own messages 🗨️
  - expressing an opinion, eg 我想, 我觉得 🗨️
  - explaining and justifying, eg 如果...的话, 虽然... 但是... 🗨️

- giving advice, eg 你可以说..., 你跟他... 🗨️
  - using slang, eg 不管三七二十一 🗨️
  - understanding idioms and quotations, eg 自相矛盾 🗨️
  - understanding concepts that cannot be translated literally, eg 读书人 🗨️
  - using synonyms, eg 好比 - 犹如, 伤心欲绝 - 悲痛万分 and antonyms, eg 简单 - 复杂, 慎重 - 随便 🗨️
- understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences, for example: (ACLCHU240, ACLCHU243) 🗨️
    - examining the structure and word choices used in a range of texts for specific audiences and purposes, eg, setting and plot in a narrative, introduction, body and conclusion in a speech 🗨️
    - examining text structure and format in classical literature, eg 五言绝句, 七言绝句 🗨️
    - discussing the impact of stylistic devices on the effectiveness of texts 🗨️
  - understand how language use varies according to context, purpose, mode of delivery and the roles and relationships of participants, for example: (ACLCHU174, ACLCHC207) 🗨️
    - discussing linguistic choices made in texts for particular purposes and effects, eg descriptive language in a novel, evaluative language in an essay 🗨️
    - analysing language techniques in a range of texts and discussing their effectiveness, eg simile in an advertisement, repetition in a speech 🗨️
    - noticing and describing differences in accents of Mandarin when listening to speakers from diverse regions 🗨️

# UNDERSTANDING

## LANGUAGE VARIATION AND CHANGE

### OUTCOME

A student:

- > examines how Chinese interacts with other languages and cultures LCH4-8U

**Related Life Skills outcome:** LCHLS-8U

### CONTENT

Students:

- recognise how Chinese influences and is influenced by factors such as technology, and other languages and cultures, for example: (ACLCHU095) 🌐👉
  - recognising that the Chinese language borrows and adapts words and expressions from English and other languages, eg 可口可乐 (Coca Cola), 酷 (cool) 🌐👉
  - identifying Chinese words that are used in English and other languages, eg *yum cha* 饮茶, noticing differences in pronunciation and whether they relate to particular themes, eg sport, food, fashion, and considering possible reasons for this
  - recognising Chinese words and phrases that have emerged in response to new ideas and developments in communications and technology, eg 伊妹儿 🌐👉
  - understanding that some international Indigenous languages and many Aboriginal and Torres Strait Islander languages, are growing and adapting, while others are endangered, being revitalised, or blending with other languages 🌐👉

*Content for students with prior learning and/or experience and a background in Chinese*

Students:

- explore the impact of technology on Chinese and how Chinese has changed over time through interaction with other languages and cultures, for example: (ACLCHU062, ACLCHU063, ACLCHU208) 🌐👉
  - examining Chinese words and phrases that have emerged as a result of technological development, eg 黑客, 版主 🌐👉
  - comparing how the language of social media affects language use in Chinese and English, such as specific language, codes and emoticons used in electronic messages, eg :- ) -, 楼主 🌐👉
  - recognising and understanding the meaning of new words and phrases in Chinese that have developed as a result of globalisation and changing lifestyles, eg 丁克族, 快餐 🌐👉
  - discussing how changes to the Chinese language reflect changes in traditional customs and cultural practices, eg in family celebrations or community festivals 🌐🌐👉

# UNDERSTANDING

## ROLE OF LANGUAGE AND CULTURE

### OUTCOME

A student:

- > recognises that language use reflects cultural ideas and is shaped by the values and beliefs of a community LCH4-9U

**Related Life Skills outcome:** LCHLS-9U

### CONTENT

Students:

- explore connections between language and culture in particular words, expressions and communicative behaviours, for example: (ACLCHU096) 🌐 🌐 🌐
  - identifying appropriate expressions and behaviours that are used to reflect relationships and the importance of respect, eg 妈妈 versus 母亲, 你 versus 您, 🌐 🌐 🌐
  - comparing Chinese and English symbols and cultural values in language use, eg double happiness sign at a Chinese wedding, chocolate eggs at Easter, dragon versus unicorn 🌐 🌐 🌐
  - discussing how language reflects changes in cultural values, eg to celebrate a birthday Chinese people traditionally used a symbol of 寿 to wish for longevity while in modern China people adopted the Western idea of 生日快乐 🌐 🌐
  - exploring how the concept of family in Chinese culture has influenced relationships between individuals outside of the family, eg addressing an older woman as 姐 and an older man as 哥 🌐 🌐 🌐
  - noticing how people use the job title after the surname to show respect when addressing each other, eg 王老师, 李校长 🌐 🌐 🌐
- recognise their own and others' ways of expressing identity, reflecting on the relationship between language, culture and identity, for example: (ACLCHC089) 🌐 🌐 🌐
  - discussing aspects of their own identity and reflecting on similarities and differences between their own lifestyle with other cultures, eg *I am Australian, I play football* 🌐 🌐 🌐
  - comparing interactions between Chinese speakers and interactions between English speakers and reflecting on how language and gestures are used in communication, eg shaking hands, waving hands 🌐 🌐 🌐
  - noticing appropriate language choices across cultures, eg when meeting a school friend's parents 🌐 🌐
  - exploring Australia's engagement with Asia and examining the common cultural ground that contributes to a person's sense of identity 🌐 🌐 🌐

*Content for students with prior learning and/or experience*

Students:

- explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures, for example: (ACLCHU064, ACLCHC209, ACLCHU176) 🌐 🌐
  - identifying word choices and gestures that encapsulate aspects of culture, eg thumbs up, 小华, 老李 🌐 🌐

- comparing idioms and slang used in Chinese and English texts, films and mass media, eg 龙凤呈祥, 画蛇添足 🌐🌐👉
  - recognising that language and behaviour used in particular contexts vary across cultures, eg 致辞 versus 讲话 🌐👉
  - analysing how language use is defined by culture-specific values in Chinese, eg people must put down themselves or their products in order to be modest 🌐🌐👉
  - discussing how cultural concepts of family impact on Chinese speakers' communicative behaviours towards their relatives in comparison with English speakers, eg Chinese speakers address uncles by 叔 while English speakers use their names 🌐🌐👉
- reflect on how their own biography, including family origins, traditions and beliefs, impacts on their sense of identity and ways of communicating, for example: (ACLCHC057, ACLCHC202, ACLCHC169) 🌐👉👉
    - comparing Chinese and Western gender roles, festivals, traditions and beliefs, eg dumplings for Chinese New Year versus roast turkey for Christmas 🌐🌐
    - discussing how family origins reflect the use of language at home, eg mixing Chinese with English while speaking to another speaker of Chinese 🌐🌐
    - examining language use and practices at birthday gatherings that reflect cultural values and traditions, eg *Zhuazhou* on a child's first birthday in Chinese culture 🌐🌐
    - recognising differences of people from other cultural backgrounds within the Chinese diaspora and being sensitive to the cause of offence to others in interaction 🌐🌐👉
    - exploring terms, eg 香蕉人 in terms of culture, and the significance of language use in this globalised world 🌐🌐

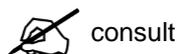
#### *Content for students with a background in Chinese*

##### Students:

- analyse ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures, for example: (ACLCHU244) 🌐👉🌐
  - understanding that language used in formal and informal contexts varies across cultures, eg greetings, meal etiquette 🌐🌐👉
  - comparing communicative practices of Chinese-speaking communities with other cultures, eg modesty is a Chinese traditional value but could be seen as lack of confidence in Western culture 🌐🌐👉
  - noticing that description of female beauty varies between cultures, and reflecting on gender roles cross-culturally 🌐👉
  - comparing use of idioms and colloquial sayings between languages to identify different cultural perspectives 🌐🌐👉
  - examining the shifting of cultural ideas in the internet world through rapid change in language use, eg using nicknames for government leaders 🌐
- reflect on how and why being a speaker of Chinese contributes to their sense of identity and is important to their Chinese cultural heritage, for example: (ACLCHC235) 🌐
  - examining the impact of living in Australia on their sense of being Chinese, eg values and beliefs 🌐🌐
  - discussing the challenges and opportunities that arise as a speaker of Chinese living in Australia, eg stereotypes, culture shock, bilingualism 🌐🌐👉
  - reflecting on their experiences of their last trip back to China, and their feelings about their old home 🌐👉🌐
  - exploring Chinese values, eg the significance of family values in their lives while living in Australia 🌐🌐

- being aware of how every culture may contribute to the world, providing a way for individuals to behave as world citizens 🌐 🏠 🗺️

# CONTENT FOR STAGE 5



consult

## COMMUNICATING

### INTERACTING

### OUTCOME

A student:

- > manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and to plan, negotiate and take action LCH5-1C

**Related Life Skills outcome:** LCHLS-1C

### CONTENT

Students:

- initiate and sustain interactions to share information, opinions and ideas, for example: (ACLCHC097, ACLCHC098) 🌟🌟🌟
  - introducing self to a new student in the class and finding out his/her personal information, eg 我叫彼得，你呢？ 🌟🌟
  - sharing opinions and ideas with friends about a film that they watched recently, eg 这部电影很有意思 🌟🌟
  - discussing a specific Chinese pop song with friends, eg 你喜欢《月亮代表我的心》这首歌吗？为什么？ 🌟🌟
- participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems, for example: (ACLCHC097) 🌟🌟
  - initiating activities with peers to promote Chinese language learning in school 🌟🌟
  - corresponding with sister-school peers in China via social networking sites, exchanging personal information and requesting information, eg 我家养了一只狗，你呢？ 🌟🌟
  - sharing opinions about Chinese family or school life after watching a relevant video clip 🌟🌟

*Content for students with prior learning and/or experience*

Students:

- initiate and sustain interactions with peers and adults to share information, feelings, opinions, ideas and points of view, for example: (ACLCHC065, ACLCHC210, ACLCHC177) 🌟🌟
  - describing their daily routine to an exchange student and giving opinions, inviting others to voice opinions and eliciting alternative positions, eg 我每天七点起床，你呢？ 🌟🌟
  - engaging in oral and digital discussions with friends on topics of personal interest, eg music, TV programs or sports, asking questions to seek ideas, request repetition and clarify meaning to enhance mutual understanding, eg 你可以再说一遍吗？；你是说... 🌟🌟
  - acknowledging, challenging and commenting on others' opinions, expressing appreciation, eg 你说的很对；我不同意他的看法 🌟🌟

- exploring concepts related to contemporary issues, including popular culture, technology, environment, education and future aspirations, with a Chinese friend, eg 全球暖化: 活到老学到老 🌟🌟🌟🌟
- participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems, for example: (ACLCHC065, ACLCHC211, ACLCHC178) 🌟🌟
  - planning a birthday party with a friend, arranging invitations, activities and venues, eg 我希望能...; 没办法; 不能...就...; 要不然...难道 🌟🌟
  - inviting others to contribute to discussions and provide feedback on event organisation or procedures, suggesting solutions in a student body committee meeting 🌟🌟
  - using different ways of expressing apology, appreciation or gratitude, and comparing practices across contexts, considering which term to use in various situations and according to the relationship between participants, eg 辛苦你了; 麻烦你了, 真对不起; 都是我不好; 非常感谢; 无以为报 🌟🌟
  - negotiating with peers to determine an appropriate program and gift for an overseas visitor, acknowledging others' ideas and opinions, and offering alternatives, eg 太好了!; 好的、我同意; 对, 可是...; 这...太...了, 最好不要..., 我看这样吧...真可惜! 🌟🌟
  - designing a campaign to promote and persuade people to join a school or community organisation, eg creating slogans for Chinese Club or Chinese Youth Association (加入中文学会/澳洲华人青年会, 提高汉语水平/你会认识更多的朋友!) 🌟🌟🌟

#### *Content for students with a background in Chinese*

##### Students:

- initiate and sustain interactions with others, discussing ideas and points of view, for example: (ACLCHC245) 🌟🌟
  - conducting a survey to investigate a problem or issue in school or local areas, interviewing Chinese people in the community to gather opinions and solutions, eg 你觉得学校应该有多一些垃圾桶吗? 🌟🌟
  - debating an issue related to current affairs such as environmental pollution, rapid urbanisation or a threat to public health or safety, eg 我不同意对方的看法, 我觉得保护环境是每个人的责任 🌟🌟🌟
  - monitoring the effectiveness of own communication skills when sharing ideas and interests with others, eg when changing topics and taking turns in a conversation, eg 至于这件事情, 我个人认为... 🌟🌟
  - applying strategies to engage in conversations with people of diverse linguistic and cultural backgrounds, such as using alternative terms to clarify meanings, eg ...无非, 肯定, 难搞/难缠, 犯不着, 惹麻烦, 班门弄斧/不自量力, 杞人忧天/无稽之谈, 吹牛, 拍马屁 🌟🌟🌟
- participate in a range of collaborative tasks, activities and experiences that involve planning, negotiating and debating ideas and opinions, for example: (ACLCHC245, ACLCHC246) 🌟🌟
  - initiating a school campaign to promote awareness of social issues or charity fund-raising 🌟🌟
  - setting up a survey, compiling a report, then writing a complaint letter to the principal/local government regarding a recent problematic policy, eg 大多数的人认为...; 一部分的人认为... 🌟🌟🌟
  - planning a group event, designing activities and inviting friends, and writing a diary entry to reflect on the event 🌟🌟

# COMMUNICATING

## ACCESSING AND RESPONDING

### OUTCOME

A student:

- > obtains and interprets information from a range of texts LCH5-2C
- > manipulates Chinese to present information, opinions and ideas in a range of formats for specific audiences, purposes and contexts LCH5-3C

**Related Life Skills outcomes:** LCHLS-2C, LCHLS-3C

### CONTENT

Students:

- obtain and synthesise information and ideas from written, spoken, visual or multimodal texts, for example: (ACLCHC099, ACLCHC101) 🌟📺📖
  - listening to a dialogue, eg a conversation between two friends about their personal information or school life, and obtaining gist by focusing on familiar, anticipated items in a flow of words, eg names of people and places, time and date, attitude and opinions 🗣️
  - watching an online video clip and producing a multimodal presentation to deliver information about aspects of school life in China 🌟📺
  - explaining meaning of scripts and lyrics, and recognising how feeling/emotions are expressed in subtle ways through the use of stylistic devices or symbolism, eg 月亮代表我的心 🌟🗣️
- convey information, ideas and opinions on a range of issues in a variety of text types and formats according to context, purpose and audience, for example: (ACLJCHC100, ACLCHC101) 🌟🗣️
  - composing a short text to report on topics of interest, eg 中国人的茶和澳洲人的咖啡, providing a range of alternative views on the subject 🌟🗣️
  - writing an email to sister school peers to express experiences of and ideas about learning Chinese language 🌟📺📖
  - collaborating to develop an imaginative promotional video to post on a website to sell an innovative product or service, eg a Chinese-speaking toy panda or a peer tutoring service 🌟📺🗣️

*Content for students with prior learning and/or experience*

Students:

- obtain, interpret and evaluate information, ideas and opinions from a range of texts, for example: (ACLCHC067, ACLCHC069, ACLCHC212, ACLCHC179) 🌟🗣️
  - discussing differences in the way events are reported in different media sources, eg local and national Chinese TV news programs 🌟🗣️
  - collating and analysing data on life in Chinese communities, eg positive and negative experiences of adjustment to life in Australia and impressions of the Australian education system, by interviewing Chinese speakers and collating and comparing ideas from diverse sources and perspectives 🌟🗣️
  - listening to popular Chinese songs, comparing themes and content to those of songs popular in Australia, and discussing how popular culture reflects social issues, eg family relationships 🌟🗣️

- viewing episodes of popular TV programs, eg sitcoms from mainland China, Taiwan and other regions, sharing opinions on characters and plot, and relating the situations and contexts of the programs to similar events in their own life 🌟👉
  - listening to and viewing texts, eg celebrity interviews, news reports and documentaries, noting the different opinions and ideas of participants, focusing on key words and non-verbal cues to identify feelings and important ideas, interpreting implied meanings, and recognising possible bias when judging the value of information 🌟👉
  - identifying the implied values that influence a writer's representation of a particular issue, eg reporting on how the issue of 空巢老人 in China is influenced by the Chinese values of 'family being together' and 'filial piety' 🌟👉
- convey information and ideas from different perspectives, in different formats for specific purposes, audiences and contexts, for example: (ACLCHC068, ACLCHC213, ACLCHC181) 🌟👉
    - 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, eg using charts or images to support text 🌟👉📊📷
    - preparing visual displays of data or information gathered from personal research to share with Chinese-speaking peers on features of lifestyle or experiences of Australian young people, eg educational opportunities, outdoor and sporting activities across the seasons, or a typical weekend for an Australian teenager 🌟👉
    - developing an information kit about the local city or region to provide to Chinese visitors via a local tourism website, including details on history, climate, environment and cultural activities, supported by visuals 🌟👉
    - collating information from personal research and writing reports on issues relevant to youth across cultures, eg pressure to follow fashions and trends, bullying, and inspirational people, substantiating their position with examples from texts, quotes or statistical data and by using idioms 成语 or sayings 谚语 🌟👉
    - designing a research plan for learning tasks, eg 人口增长, and listing sources of information, data needed, questions to be asked and stating reasons for own decision-making 🌟👉

#### *Content for students with a background in Chinese*

##### Students:

- access a variety of informative and imaginative texts to identify and analyse in written and spoken forms textual elements such as viewpoint, theme, stylistic devices, influences and values, for example: (ACLCHC247, ACLCHC248) 🌟👉
  - examining ways in which information is presented across diverse Chinese-speaking communities, eg viewing news reports of world events from Beijing, Taiwan and Singapore 🌟👉
  - evaluating how information is presented in diverse forms of media across cultures, eg comparing the impact of live news reports involving interviews with witnesses, and newspaper articles on the same event 🌟👉📰
  - identifying bias in texts, examining the values that influence bias, and discussing how bias differs from opinion and perspective 🌟👉
  - reading news articles and historical accounts of world events, eg natural disasters, Olympic games, celebrations or commemorations of historical significance, such as Anzac Day, and exploring how the author's personal values and experiences influence their reporting on such events 🌟👉📰

# COMMUNICATING

## COMPOSING

### OUTCOME

A student:

- > experiments with linguistic patterns and structures to compose imaginative and informative texts in Chinese in different formats for a range of audiences, purposes and contexts LCH5-4C

**Related Life Skills outcome:** LCHLS-4C

### CONTENT

Students:

- compose imaginative and informative texts in different formats to express ideas, attitudes and values, for example: (ACLCHC102) 🌟👉
  - composing a creative account of an imagined experience with Chinese visitors to the local community, eg hosting a Chinese student or taking a tour group to a local sporting event 🌟👉
  - creating short plays in groups, describing the experiences of imagined characters in different cultures, eg 《James 在上海》 and performing the plays in class 🌟👉
  - exploring how alternative words can be used to convey varying degrees of emotion and attitude towards people, places and events, eg 我真高兴。你快乐吗？他很幸福！ 🌟👉
  - taking on a role in a story and retelling the story from one character's perspective, describing their feelings and emotions, eg 我真高兴！太棒了！哎哟，吓死我了！ 🌟👉
- create a range of bilingual texts and resources for the school and wider community, for example: (ACLCHC104) 🌟👉
  - producing bilingual signs in places, eg restaurants, shops, pools, schools, hospitals and construction sites for non-English speakers 🌟👉
  - 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 any information that is unclear before voice recording 🌟👉

*Content for students with prior learning and/or experience*

Students:

- compose a range of imaginative and informative texts in a variety of formats for different audiences, purposes and contexts, for example: (ACLCHC070, ACLCHC215, ACLCHC183) 🌟👉
  - creating first person narratives to describe experiences and emotions in imagined scenarios and places 🌟👉
  - producing cartoon scripts to express traditional Chinese values 🌟👉
  - writing a creative account of an imagined experience involving Chinese visitors to the local community, eg hosting a Chinese student or taking a tour group to a local sporting event 🌟👉
  - creating a Chinese voice-over for a scene from an English language sitcom and experimenting with ways in which language, images, action and humour are used to enhance appreciation of the message 🌟👉

- engaging and entertaining an audience through the use of devices, eg humour, irony and metaphor, and embellishing ideas, eg 猜猜我昨天干了什么? as opposed to 昨天我..., and building up to a climactic ending 🌟👉
  - assuming the persona of a character from a film or story, and reflecting on their experiences, and writing letters to other characters expressing their support 🌟👉
  - creating written and multimodal narratives, poems and reflective journals about people, places and communities in the Chinese-speaking world 🌟📺👉
- compose a range of bilingual texts in different formats for a variety of contexts, purposes and audiences, for example: (ACLCHC072, ACLCHC217, ACLCHC185, ACLCHC253) 🌟👉
    - producing bilingual displays about Chinese language, culture or contemporary society to share learning and knowledge with the school community, eg poster displays about Chinese characters, earthquake-prone areas in China, such as Sichuan, youth culture in China, or the Chinese community in Australia 🌟👉
    - collaborating with peers to perform a script from 儿童剧 or 情景剧 in Chinese and English for younger year levels to engage them with the imaginative world 🌟👉
    - creating videos with English subtitles in response to classical literature, eg 《草船借箭》, considering how the character's personality can be reflected in dialogues 🌟👉

#### *Content for students with a background in Chinese*

##### Students:

- compose a range of imaginative and informative texts in a variety of formats for different audiences, purposes and contexts, experimenting with genre, textual features and stylistic devices, for example: (ACLCHC251) 🌟👉
  - comparing literature across languages and cultures and recognising features of entertainment, eg identifying how magic and danger are used in Harry Potter and 《西游记》 (The Journey of the West/Monkey King) 🌟👉
  - discussing the features of a range of genres, eg memoirs, poems and moral tales, eg identifying how different genres express similar ideas (小诗 and 散文, 记叙文 and 说明文, 小说 and 小小说, 报告 and 论文) 🌟👉
  - creating own imaginative texts, using literary devices to achieve particular purposes, eg foreshadowing events and building up to the climax in a story, and experimenting with different language techniques 🌟👉
  - presenting and discussing own position on issues, eg recycling, education in rural communities, and the impact of social media on young people 🌟📺👉
- compose a range of bilingual texts in different formats for a variety of contexts, purposes and audiences, for example: (ACLCHC072, ACLCHC217, ACLCHC185, ACLCHC253) 🌟👉
  - 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 🌟📺👉
  - comparing bilingual editions of novels and discussing how authors and translators maintain the effect of stylistic devices across languages, eg the use of metaphor 🌟👉

# UNDERSTANDING

## SYSTEMS OF LANGUAGE

### OUTCOME

A student:

- > demonstrates how Chinese pronunciation, intonation and writing conventions are used to convey meaning LCH5-5U
- > analyses the function of complex grammatical structures LCH5-6U
- > analyses the effects of linguistic and structural features in texts LCH5-7U

**Related Life Skills outcomes:** LCHLS-5U, LCHLS-6U, LCHLS-7U

### CONTENT

Students:

- understand differences in patterns of sound and tone in extended Chinese speech when listening to speakers of different ages, genders and regional background, for example: (ACLCHU106)
  - 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, eg *qin*’ versus *qing* and *chi* versus *qi*
  - examining the diverse meanings of words that share similar sounds, eg the many meanings of the sound ‘shi’ and how to differentiate between 同音词 and 近音词 in different contexts (同意 and 统一)
  - comparing examples of regional variation in pronunciation, eg 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
- use prior knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters, for example: (ACLCHU107)
  - using understanding of familiar radicals and phonetic sides to estimate the sound and meaning of characters when reading aloud
  - describing characters to others by naming their components or sides in sequence, eg ‘standing man’ (亻) on the left, ‘words’ (言) on the right = 信
  - 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
  - exploring the use of diverse character-morphemes to express similar ideas, eg identifying multiple characters for ‘food’ (饭、菜、食、餐), and organising and classifying words containing these characters to understand their context of use
- understand language and grammatical forms, and explore how to use/combine these elements to express complex ideas, for example: (ACLCHU108)
  - comparing ways in which tense is expressed, eg 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
  - exploring the uses of diverse time expressions and ways to sequence events in time, eg 先... 然后...; 一...就...; 了...就...; 才; 第一, 然后

- comparing the functions of prepositions and discussing the importance of context when determining their meanings in texts, eg 跟, 对, 给 🗨️
  - using terms related to frequency, eg 总是, 常常, 每天, 有时候, 不常, 从不 🗨️
  - expressing alternative views, eg 有的人喜欢..., 有的人喜欢. 🗨️
  - expressing degree of difficulties, eg 太难了, 挺容易的, 最有趣了 🗨️
  - indicating necessity, eg 需要, 必须, 必要, 得 🗨️
- apply knowledge of the interrelationship between linguistic elements, structure, context, purpose and audience to a range of texts, for example: (ACLCHU109) 🗨️
    - applying understanding of genre to determine the purpose and intended message of a text, eg the use of markers 第一步 and 第二步 in a recipe for fried rice 🗨️
    - recognising the purposes of texts and analysing features of format and language used, eg in a diary, letter or advertisement 🗨️
    - comparing features of narrative, recount, report and procedural text to identify ways in which information is structured and sequenced for particular purposes 🗨️
    - analysing and explaining the organisation and development of ideas or an argument in a range of genres, including textual features, eg paragraphing 🗨️
  - analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes, for example: (ACLCHU110, ACLCHU077, ACLCHU190, ACLCHU259) 🗨️
    - exploring the use of 普通话 as a lingua franca in communities and identifying terms used in different regions to express a similar idea, eg 普通话 versus 国语; 达人 versus 高手 🗨️
    - investigating the dialects spoken in local Chinese communities and understanding why character subtitles are typically added to Chinese films and television shows 🗨️

*Content for students with prior learning and/or experience*

Students:

- apply knowledge of intonation and stress and explain their role in interactions in various contexts, for example: (ACLCHU074, ACLCHU219, ACLCHU187) 🗨️
  - exploring changes in neutral tone and identifying patterns to aid their own pronunciation and flow of expression, such as the use of neutral tone for the second syllable when it is repeated or does not contribute to the meaning of the first syllable, eg in 妈妈 and 孩子 🗨️
  - comparing their pronunciation and word choices when speaking in Chinese to peers and other Chinese speakers 🗨️
  - experimenting with rhythm, pace, tone, stress and other paralinguistic cues, and developing strategies to address aspects of their own spoken Chinese that may impede effective communication with others 🗨️
  - experimenting with rhythm, intonation and stress when reading aloud, reciting texts or expressing emotion to others 🗨️
- apply prior knowledge of *Hanzi* form and function to infer information about the sound and meaning of unfamiliar *Hanzi*, for example: (ACLCHU075, ACLCHU220, ACLCHU188) 🗨️
  - describing orthographic features of new *Hanzi* encountered, including the structure, sequence and relationship of components, and explaining connections evident between form, sound and meaning 🗨️
  - using character and component knowledge to infer the potential sound and meaning of new *Hanzi* encountered in texts 🗨️
  - recognising that *Hanzi* may have multiple sounds (ie 多音字) and multiple meanings
  - appreciating that the precise meanings of *Hanzi* morphemes are determined by context, eg 一封信 and 相信, 企图 and 地图 🗨️

- understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations, and other complex grammatical structures, for example: (ACLCHU221, ACLCHU189) 📖
  - analysing the subtle differences between expressions that convey similar meanings, using, eg 除了...也 and 除了...都 and 虽然 and 尽管 📖
  - exploring the particular functions of key grammatical forms and their correct context of use, eg distinguishing between the uses of 的、得、地 and 可以、能、会 📖
  - comparing how ideas are ordered and substantiated across genres and languages, eg in Chinese essay-writing the author's position is generally stated at the end, whereas in Australian academic writing it is stated at the beginning 📖
  - understanding subjective versus objective statements, eg ... 这件事是千真万确的 vs 这件事被公认为是真的 📖
  - describing routines and adjectives for opinions, eg ... 我每天...可是我觉得...太早了/太难了/太不容易了 📖
  - using terms and phrases for comparison, eg 形式不同, 内容一致, 截然不同, 对比...有着显然的分别, 各有千秋 📖
  - using terms used when reconstructing information, summarising and using quotes, eg 从新整理, 细心分析, 归纳总结, 有一句话说得好/有这样一句名言 📖
  - providing reasons for their opinions, eg 这个故事非常...比如说...你一定要看这本书! 📖
  - sharing opinions when observing characters and plot, eg 我不懂他们为什么吵架。他真的很烦人, 我特别不喜欢他 📖
  - relating the observed situations and contexts to similar events in their own life, eg 如果我是她...; 我觉得他最好... 📖
  - using sayings to reinforce a point of view, eg “养不教, 父之过”; 父母当然要对孩子的教育负责 📖
  
- understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, informative and persuasive texts, for example: (ACLCHU079, ACLCHU222, ACLCHU190) 📖
  - exploring the contexts and implications of terms used to identify others, eg 老外、华侨、华裔、大陆人、华人、中国人、少数民族 📖
  - analysing features of texts in formal domains, eg comparing aspects of formal and personal letters such as salutations or level of politeness, or examining features of articles, eg the use of headings, placement of the author's name, organisation into introduction, body and conclusion 📖
  - comparing how statistical data, eg census information or surveys, are collated and referred to in Chinese and English texts, including consideration of the levels of in-text referencing required across both languages 📖
  
- analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes, for example: (ACLCHU110, ACLCHU077, ACLCHU190) 📖
  - analysing the layout of magazines and online texts and the deliberate choices of image, font and words to enhance understanding of key ideas and positioning of the author 📖
  - examining the language of newspapers, identifying commonly encountered linguistic terms and considering the concise ways in which world events are reported in Chinese media 📖
  - exploring the use of repetition to add emphasis and strengthen ideas, eg 不同的国家有不同的文化 📖
  - viewing different types of texts on similar topics and recognising differences in discourse of oral and written texts, especially language used, eg 昨天街上人很多。昨天街上人山人海 📖



Content for students with a background in Chinese

Students:

- apply understanding of how patterns of rhythm, tempo, stress, pitch and intonation are used in Chinese to express meaning, for example: (ACLCHU255) 🗣️
  - comparing how prosody is used to enhance the aesthetic features/uses of language in different texts, eg poems and essays when read aloud 🗣️
  - evaluating the effectiveness of prosody in diverse contexts, eg analysing the relationship between use of voice and character types in movies and television dramas, eg how the matriarch or patriarch of the family in Chinese dramas often has a stern and intimidating voice 🗣️
  - using prosody with effect when communicating with others, eg in formal presentations and debates, and in imaginative or dramatic performances, eg 众所周知 / 显而易见 / 总而言之 🗣️
- apply knowledge of Chinese orthography to access a wide range of vocabulary and identify *Hanzi* related to a variety of topics, for example: (ACLCHU256) 🗣️
  - experimenting with the use of abstract nouns, eg 物种、深春、微风 to create procedural texts 🗣️
  - developing skills to comprehend simplified or traditional Chinese characters in print media and online texts 🗣️
  - discriminating correct forms and sounds of 多音字 (polyphonic characters), eg 行 (*háng* 同行 and *xíng* 行进); and appreciating multiple forms of 通假字, eg 反 - 返; 说 - 悦 🗣️
- understand and apply complex grammatical structures to enhance communication and achieve particular effects, for example: (ACLCHU258) 🗣️
  - exploring examples of literary language and how grammatical features differ from everyday speech, eg 鲁迅的小说和议论文 🗣️
  - manipulating language style in communication to achieve particular effects, eg writing a journal with 语气词 (modal), eg 嘿 and 吧, to create the effect of a dialogue with the reader 🗣️
  - identifying the appropriate context for using colloquial forms, eg 多姿多彩; 恰恰相反; 来得快去得快; higher-order verbs, eg 弥漫; using 而 for 顺接; and adverbials, eg 便是, 恰恰相反 🗣️
  - using emphatic and assertive language to support a point of view in argument or 后果, 传媒策略, 人云亦云 🗣️
  - identifying bias in opinions, eg 什么是偏见? 偏见有哪些表现? 应该怎样纠正偏见? 🗣️
  - using terms related to personal values and experiences, eg 曾经, 断言, 感恩, 珍贵经历, 尝试, 意愿, 曾经沧海, 过来人, 识途老马, 终生受益 🗣️
- understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, informative and persuasive texts, for example: (ACLCHU259) 🗣️
  - identifying stylistic features of formal text types, eg 作业报告; 倡议书; 竞选演说 🗣️
  - comparing the way in which an argument is developed in different languages, eg in English the writer's position is stated upfront, whereas in Chinese it is generally left until the conclusion 🗣️
  - analysing how to position oneself when writing for different purposes, eg in persuasive and evaluative writing (eg 说服: 独生子女政策给中国的发展带来了许多好处; 议论: 独生子女政策对中国的发展利弊参半) 🗣️
  - identifying choices in words and phrasing that influence a reader's response to texts, eg language to persuade readers to endorse the writer's views, eg 难道不是每一个有良知的人都会认同的吗? 🗣️

- examining ways in which authors use characterisation to incite sympathy or antagonism towards characters in literary texts, eg directly describing a character’s personality compared to indirectly portraying the character’s personality through their actions or through the reactions of others 🌐👉
- analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes, for example: (ACLCHU262) 📖
  - researching and explaining concepts, eg 龙的传人, 小康 or 临时抱佛脚 in terms of cultural context and cultural significance 📖
  - evaluating the impact of word choices, eg 百衣百顺 for steam iron; 自然最健康, 绿色好心情 for instant noodles, and discussing features of language used in advertisements (广告词, eg 简洁, 对仗, 谐音 and how it relates to the brand and product 📖
  - viewing samples of 公益广告 for charity and non-profit organisations, and analysing the different ways in which imagery, voice and language use are combined, and the effect of these stylistic choices, eg 好感型, 优质型 and 励志型 📖

# UNDERSTANDING

## LANGUAGE VARIATION AND CHANGE

### OUTCOME

A student:

- > analyses the impact on Chinese of social, cultural and intercultural influences LCH5-8U

**Related Life Skills outcome:** LCHLS-8U

### CONTENT

Students:

- investigate the impact of factors such as media, technology, globalisation and popular culture on Chinese, for example: (ACLCHU111) 🌐 📺 📱 🌐
  - exploring ways in which English words and phrases are incorporated into everyday communication in Chinese in digital media, eg English expressions of emotion used in chat forums, text messaging (去 happy 吧), and *Pinyin* abbreviations replacing 📱 🌐
  - investigating the use of internet language, including numerical representations of words (55555 = 呜呜他在哭) as a means of private communication among youth 📱 🌐
  - examining how globalisation is having an impact on Chinese values and language use, eg 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) 🌐

*Content for students with prior learning and/or experience and a background in Chinese*

Students:

- research the phenomenon of language change in Chinese-speaking communities, analysing and comparing language use of previous generations with contemporary use, for example: (ACLCHU078, ACLCHU224, ACLCHU261) 🌐 🌐 📱
  - predicting the meaning of texts in traditional characters encountered in everyday contexts, by relating the character's simplified version, eg 廳 in a tourist site 🌐 📱
  - discussing influences on their own Chinese language use, eg from TV, family or Chinese school, and how their language use compares to that of their parents and other Chinese speakers 🌐 📱
  - analysing how new words and concepts are developed and incorporated into daily use, eg in contemporary media such as TV dramas, music and film 🌐 📱
  - exploring how language change reflects the values of the time, or how language use can be seen as emblematic of an era, eg the use of respectful terms: 老革命 and 硬骨头 in China in the 1960s 🌐 📱

# UNDERSTANDING

## ROLE OF LANGUAGE AND CULTURE

### OUTCOME

A student:

- > explains and reflects on the interrelationship between language, culture and identity LCH5-9U

**Related Life Skills outcome:** LCHLS-9U

### CONTENT

Students:

- understand that language, culture and communication are interrelated and shaped by each other, for example: (ACLCHU112) 🌐 🌐
  - reflecting on the values of one culture when communicating in another, eg differences in the use and frequency of ‘thank you’ and 谢谢 🌐 🌐
  - exploring how cultural concepts of family and the importance of one’s sense of connection to others influence language use 🌐 🌐
  - identifying choices made in interactions in Chinese with people from different generations, such as changes in greetings (吃饭了没有、拜拜、嗨) and forms of address (同志、小姐、师傅) over time 🌐 🌐
- reflect on intercultural experiences as a learner of Chinese, recognising how cultural identity influences ways of communicating, thinking and behaving, for example: (ACLCHC105) 🌐 🌐
  - interacting with Chinese-speaking peers to share aspects of their own identities as young Australians, eg considering: What aspects of my life and identity would Chinese youth find interesting? How do I want to be perceived or understood? 🌐 🌐
  - identifying how different opinions and perspectives are expressed and how this may be perceived by others, eg comparing representations of foreigners in 外国人有一些不同的习俗 with 老外都很奇怪 🌐 🌐
  - reflecting on their own language choices in interactions with Chinese speakers and how these may have been perceived, eg 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? 🌐 🌐 🌐

*Content for students with prior learning and/or experience*

Students:

- analyse the reciprocal relationship between language, culture and communication, and how this relationship reflects values, attitudes and beliefs, for example: (ACLCHU80, ACLCHU225, ACLCHU193) 🌐 🌐
  - reflecting on taboos in language use and how these can impact on communication across cultures, eg: 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? 🌐 🌐 🌐 🌐
  - exploring what assumptions are inherent in one language and how the same cultural assumptions may not exist in another language, such as analysing how the terms for ‘getting married’ differ for women (嫁出去), men (娶妻) and the gender-neutral 结婚 🌐 🌐 🌐 🌐

- reflecting on how attitudes or values they consider normal in one language may not feel or be viewed in the same way when discussed in a different language, eg humility is a value often conveyed in Chinese but less often in English 🌐🌐
- exploring how concepts such as modesty, individual responsibility and respect for authority influence communication styles, and how they may be interpreted by English speakers as lack of confidence, engagement or initiative 🌐🌐
- reflect on how their own cultural identity both influences and is shaped by ways of communicating, thinking and behaving, for example: (ACLCHC073, ACLCHC218, ACLCHC186) 🌐🌐
  - exploring ways in which their identity influences the different roles they play in life, eg as a student at secondary school and in their Chinese class, as a son or daughter, an older or younger sibling, a friend, or a member of a sports team, and reflecting on times when linguistic and cultural aspects of their identity are questioned and challenged 🌐🌐
  - recognising the language choices they make that influence how their identities as individuals are perceived by others, eg how they communicate and behave when interacting with Chinese people, or with people from a different cultural background 🌐
  - describing appropriate ways to engage with others in different contexts, eg ‘I socialise with my friends who speak Chinese in ... ways, but I socialise with my friends who speak English in ... ways’ 🌐🌐

#### *Content for students with a background in Chinese*

##### Students:

- understand and discuss how meanings vary according to cultural assumptions that Chinese and English speakers bring to interactions, and how mutual understanding can be achieved, for example: 🌐🌐🌐
  - reflecting on own cultural values and evaluating how these intersect with mainstream values when interacting in Chinese and English-speaking contexts 🌐🌐🌐
- reflect on variations in their own language use and communicative and cultural behaviours in Chinese and English-speaking contexts, for example: (ACLCHC254) 🌐🌐🌐
  - reflecting on how their language choices, including the use of English, Chinese, a dialect or accent, are indications of their sense of identity within a particular context 🌐🌐
  - considering the differences in their own sense of identity in Australia and when they ‘return home’ (回国) in terms of changes in social contexts and in their relationships with other participants in interactions 🌐🌐
  - reflecting on how one’s own world view is conveyed through language choices, eg ‘naming’ China 华夏、九州、神州大地、中原 which reflects their understanding of their history, geography, ethnicity and place in the world 🌐🌐

# YEARS 7–10 LIFE SKILLS OUTCOMES AND CONTENT

 for your information

The Years 7–10 Life Skills outcomes and content are developed from the Stage 4 and Stage 5 objectives of the *Chinese K–10 Draft Syllabus*.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to the teaching, learning and assessment activities of the Chinese Years 7–10 curriculum.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 4 and Stage 5 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the collaborative curriculum planning process.

The following points need to be taken into consideration:

- students are not required to complete all Life Skills outcomes
- specific Life Skills outcomes should be selected on the basis that they meet the learning needs, strengths, goals and interests of each student
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in support materials for:

- Languages
- Special education needs
- Life Skills Years 7–10.

# YEARS 7–10 LIFE SKILLS OUTCOMES

## TABLE OF OBJECTIVES AND OUTCOMES

 for your information

For students undertaking a course based on Life Skills outcomes and content:

- students are not required to complete all Life Skills outcomes
- specific Life Skills outcomes should be selected on the basis that they meet the learning needs, strengths, goals and interests of each student
- outcomes may be demonstrated independently or with support.

 consult

<p><b>Objective – Communicating</b> Students communicate in Chinese by:</p> <ul style="list-style-type: none"> <li>• <b>interacting:</b> exchanging information, ideas and opinions, and planning, negotiating and taking action</li> </ul>
<p><b>Life Skills outcome</b> A student:</p> <p><b>LCHLS-1C</b> uses Chinese to interact with others in everyday contexts</p>
<p><b>Objective – Communicating</b> Students communicate in Chinese by:</p> <ul style="list-style-type: none"> <li>• <b>accessing and responding:</b> obtaining, processing and conveying information through a range of oral, written, digital and multimodal texts</li> </ul>
<p><b>Life Skills outcomes</b> A student:</p> <p><b>LCHLS-2C</b> obtains information from a range of texts</p> <p><b>LCHLS-3C</b> presents ideas and information in Chinese in a range of formats</p>
<p><b>Objective – Communicating</b> Students communicate in Chinese by:</p> <ul style="list-style-type: none"> <li>• <b>composing:</b> creating spoken, written, bilingual, digital and multimodal texts</li> </ul>
<p><b>Life Skills outcome</b> A student:</p> <p><b>LCHLS-4C</b> composes texts in a range of formats for different purposes and audiences</p>

<p><b>Objective – Understanding</b> Students understand and analyse in Chinese and English:</p> <ul style="list-style-type: none"> <li>● <b>systems of language:</b> understanding the language system, including sound, writing, grammar and text structure</li> </ul>
<p><b>Life Skills outcomes</b> A student:</p> <p><b>LCHLS-5U</b> understands that letter combinations and/or symbols represent sounds and words in Chinese</p> <p><b>LCHLS-6U</b> understands that language has patterns and structures that are used to convey meaning</p> <p><b>LCHLS-7U</b> understands that texts are structured in different ways</p>
<p><b>Objective – Understanding</b> Students understand and analyse in Chinese and English:</p> <ul style="list-style-type: none"> <li>● <b>language variation and change:</b> understanding and reflecting on how languages vary in use (standard and non-standard varieties) and change over time and place</li> </ul>
<p><b>Life Skills outcome</b> A student:</p> <p><b>LCHLS-8U</b> explores the influence of Chinese on other languages</p>
<p><b>Objective – Understanding</b> Students understand and analyse in Chinese and English:</p> <ul style="list-style-type: none"> <li>● <b>the role of language and culture:</b> understanding and reflecting on the role of language and culture in the exchange of meaning; and considering how interaction shapes communication and identity</li> </ul>
<p><b>Life Skills outcome</b> A student:</p> <p><b>LCHLS-9U</b> explores their own and other languages and cultures</p>

## VALUES AND ATTITUDES OBJECTIVES

Students:

- develop an interest in and enjoyment of language learning
- appreciate and value their own heritage, culture and identity
- appreciate and respect the culture, beliefs and values of others through language learning.

# YEARS 7–10 LIFE SKILLS AND RELATED SYLLABUS OUTCOMES

## KNOWLEDGE, UNDERSTANDING AND SKILLS

### COMMUNICATING

<p><b>Objective – Communicating</b> Students communicate in Chinese by:</p> <ul style="list-style-type: none"> <li>• <b>interacting:</b> exchanging information, ideas and opinions, and planning, negotiating and taking action</li> </ul>	
<p><b>Life Skills outcomes</b> A student:</p>	<p><b>Related Stage 4 and 5 outcomes</b> A student:</p>
<p><b>LCHLS-1C</b> uses Chinese to interact with others in everyday contexts</p>	<p><b>LCH4-1C</b> uses Chinese to interact, plan and take action</p> <p><b>LCH5-1C</b> manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and to plan, negotiate and take action</p>

<p><b>Objective – Communicating</b> Students communicate in Chinese by:</p> <ul style="list-style-type: none"> <li>• <b>accessing and responding:</b> obtaining, processing and conveying information through a range of oral, written, digital and multimodal texts</li> </ul>	
<p><b>Life Skills outcomes</b> A student:</p>	<p><b>Related Stage 4 and 5 outcomes</b> A student:</p>
<p><b>LCHLS-2C</b> obtains information from a range of texts</p>	<p><b>LCH4-2C</b> identifies main ideas and obtains information in texts</p> <p><b>LCH5-2C</b> obtains and interprets information from a range of texts</p>
<p><b>LCHLS-3C</b> presents ideas and information in Chinese in a range of formats</p>	<p><b>LCH4-3C</b> uses Chinese to present information and ideas in a range of formats for different audiences</p> <p><b>LCH5-3C</b> manipulates Chinese to present information, opinions and ideas in a range of formats for specific audiences, purposes and contexts</p>

<p><b>Objective – Communicating</b> Students communicate in Chinese by:</p> <ul style="list-style-type: none"> <li>• <b>composing:</b> creating spoken, written, bilingual, digital and multimodal texts</li> </ul>	
<p><b>Life Skills outcomes</b> A student:</p>	<p><b>Related Stage 4 and 5 outcomes</b> A student:</p>
<p><b>LCHLS-4C</b> composes texts in a range of formats for different purposes and audiences</p>	<p><b>LCH4-4C</b> applies a range of linguistic structures to compose imaginative and informative texts in Chinese in a range of formats for different audiences</p> <p><b>LCH5-4C</b> experiments with linguistic patterns and structures to compose imaginative and informative texts in Chinese in different formats for a range of audiences, purposes and contexts</p>

## UNDERSTANDING

<p><b>Objective – Understanding</b> Students understand and analyse in Chinese and English:</p> <ul style="list-style-type: none"> <li>• <b>systems of language:</b> understanding the language system, including sound, writing, grammar and text structure</li> </ul>	
<p><b>Life Skills outcomes</b> A student:</p>	<p><b>Related Stage 4 and 5 outcomes</b> A student:</p>
<p><b>LCHLS-5U</b> understands that letter combinations and/or symbols represent sounds and words in Chinese</p>	<p><b>LCH4-5U</b> applies Chinese pronunciation and intonation patterns and writing conventions</p> <p><b>LCH5-5U</b> demonstrates how Chinese pronunciation, intonation and writing conventions are used to convey meaning</p>
<p><b>LCHLS-6U</b> understands that language has patterns and structures that are used to convey meaning</p>	<p><b>LCH4-6U</b> recognises and manipulates familiar grammatical structures</p> <p><b>LCH5-6U</b> analyses the function of complex grammatical structures</p>
<p><b>LCHLS-7U</b> understands that texts are structured in different ways</p>	<p><b>LCH4-7U</b> identifies linguistic and structural conventions and cultural influences in a range of texts</p> <p><b>LCH5-7U</b> analyses the effects of linguistic and structural features in texts</p>

<p><b>Objective – Understanding</b></p> <p>Students understand and analyse in Chinese and English:</p> <ul style="list-style-type: none"> <li>• <b>language variation and change:</b> understanding and reflecting on how languages vary in use (standard and non-standard varieties) and change over time and place</li> </ul>	
<p><b>Life Skills outcomes</b></p> <p>A student:</p>	<p><b>Related Stage 4 and 5 outcomes</b></p> <p>A student:</p>
<p><b>LCHLS-8U</b></p> <p>explores the influence of Chinese on other languages</p>	<p><b>LCH4-8U</b></p> <p>examines how Chinese interacts with other languages and cultures</p> <p><b>LCH5-8U</b></p> <p>analyses the impact on Chinese of social, cultural and intercultural influences</p>

<p><b>Objective – Understanding</b></p> <p>Students understand and analyse in Chinese and English:</p> <ul style="list-style-type: none"> <li>• <b>the role of language and culture:</b> understanding and reflecting on the role of language and culture in the exchange of meaning; and considering how interaction shapes communication and identity</li> </ul>	
<p><b>Life Skills outcomes</b></p> <p>A student:</p>	<p><b>Related Stage 4 and 5 outcomes</b></p> <p>A student:</p>
<p><b>LCHLS-9U</b></p> <p>explores their own and other languages and cultures</p>	<p><b>LCH4-9U</b></p> <p>recognises that language use reflects cultural ideas and is shaped by the values and beliefs of a community</p> <p><b>LCH5-9U</b></p> <p>explains and reflects on the interrelationship between language, culture and identity</p>

# YEARS 7–10 LIFE SKILLS CONTENT

 for your information

The Years 7–10 Life Skills outcomes and content provide the basis for developing a rigorous, relevant, accessible and meaningful age-appropriate program. Outcomes and content should be selected based on the learning needs, strengths, goals and interests of each student. Students are not required to complete all of the content to demonstrate achievement of an outcome.

 consult

## COMMUNICATING

### INTERACTING

#### OUTCOME

A student:

> uses Chinese to interact with others in everyday contexts LCHLS-1C

**Related Stage 4/5 outcomes:** LCH4-1C, LCH5-1C

#### CONTENT

Students:

- use language to interact with peers and known adults, for example:  
  - understanding and responding to greetings 
  - initiating questions, eg 吗, 什么 
  - responding to questions about themselves 
  - introducing themselves 
  - engaging in a conversation about themselves  
- engage in everyday collaborative activities, for example:  
  - following instructions to learn a song or game, eg 好  
  - collaborating with others in a shared event, eg planning a weekend outing  
  - sharing information about aspects of their personal world, such as family, friends, entertainment, sport or leisure  
  - recounting a special event, eg their birthday  
  - responding to cues for turn-taking  
- participate in classroom routines, for example: 
  - responding to classroom instructions 
  - seeking help or permission, eg 可以吗? 
  - offering suggestions 
  - expressing opinions  
  - accepting or declining an invitation  

*Content for students with prior learning and/or experience*

## Students:

- initiate and sustain interactions with peers and known adults, for example: 🌟 🧑🏫
  - initiating conversations 🧑🏫
  - sustaining interactions by asking questions 🌟 🧑🏫
  - responding to questions about themselves 🌟 🧑🏫
  - engaging in a conversation about themselves 🧑🏫
  - chatting online with a classmate 🌟 📧 🧑🏫
  
- engage in everyday collaborative activities, for example: 🌟 🧑🏫
  - giving and following instructions to learn a song or game 🧑🏫
  - collaborating with others in a shared event, eg planning a weekend outing 🌟 🧑🏫
  - allocating and swapping roles in group activities 🧑🏫
  
- participate in classroom routines, for example: 🧑🏫
  - responding to open-ended questions about learning activities 🌟 🧑🏫
  - asking for clarification 🧑🏫
  - seeking help, permission and advice 🧑🏫
  - offering suggestions and advice 🧑🏫
  - expressing ideas and opinions 🌟 🧑🏫
  - responding to invitations by accepting or declining with reasons 🧑🏫

# COMMUNICATING

## ACCESSING AND RESPONDING

### OUTCOME

A student:

- > obtains information from a range of texts LCHLS-2C
- > presents ideas and information in Chinese in a range of formats LCHLS-3C

**Related Stage 4/5 outcomes:** LCH4-2C, LCH4-3C, LCH5-2C, LCH5-3C

### CONTENT

Students:

- access texts and locate information, for example: 🗨️
  - identifying known words and phrases in conversation, songs and rhymes 🗨️
  - recognising known words and phrases, eg where animals are located on a zoo map 🗨️
  - listening for key information, eg numbers or names 🗨️
  - obtaining specific information from written texts in a variety of ways, eg matching words with pictures, sequencing words and sentences 🗨️
  - identifying key information in texts, eg timetables, a birthday party invitation and menus, eg 年, 月, 日, 年, 月, 日 🗨️
  - identifying colours and fruit in games and real-life situations 🗨️
  - naming the ingredients in a video demonstrating how to make a simple Chinese meal 🗨️
  - comparing packaging of Chinese goods with those of English-speaking countries 🗨️
- convey information in a variety of formats, for example: ⚙️ 🗨️
  - using body language or gestures to illustrate information on a familiar topic
  - creating a scrapbook introducing their friends and/or family members ⚙️ 🗨️
  - creating a poster about things they like, labelled in Chinese ⚙️ 🗨️
  - making a presentation about where they went or what they did on the weekend ⚙️ 🗨️
  - presenting information about a special event gathered from diverse sources in different formats, eg a poster, a news item or a notice ⚙️ 🗨️
  - presenting information gathered from multiple sources, eg a class survey, a video clip, an avatar of a Chinese student ⚙️ 🗨️ 🖥️
  - representing gathered information by restating key phrases and supporting presentations with pictures, charts or graphs ⚙️ 🗨️ 📊

*Content for students with prior learning and/or experience*

Students:

- access and select relevant information and ideas from texts, for example: ⚙️ 🗨️
  - accessing texts and identifying main points and specific details 🗨️
  - identifying key information in texts in a variety of ways, eg an interview 🗨️
  - locating and identifying relevant information in texts by focusing on familiar and predictable situations, eg answering questions in English or Chinese ⚙️ 🗨️
  - accessing and gathering information from diverse sources about schools, pop music, sport in China and Australia ⚙️ 🗨️

- convey information on a range of topics, events or experiences in a variety of formats, for example: 🎓
  - presenting a short talk using information gathered from multiple sources 🎓
  - representing gathered information using posters and supporting presentations with simple statements and pictures 🎓
  - presenting the findings of a class survey in a table or graph in English or Chinese 🎓 📊
  - describing their friends and/or family members in a scrapbook 🎓
  - presenting descriptions in a poster about things they like 🎓
  - making a presentation about where they went or what they did on the weekend and describing what they thought of it 🎓
  - creating a shopping list of ingredients required to cook a simple Chinese meal 🎓
  - planning and presenting short reports about holidays, special events and places using photos, illustrations, captions, diagrams 🎓 📊 📷

# COMMUNICATING

## COMPOSING

### OUTCOME

A student:

- > composes texts in a range of formats for different purposes and audiences LCHLS-4C

**Related Stage 4/5 outcomes:** LCH4-4C, LCH5-4C

### CONTENT

Students:

- compose texts in a variety of formats, using modelled language, for example: 🌟 📖
  - producing a poster of pets, using photos and descriptions 📖
  - creating a menu in *pinyin* for a class restaurant 📖
  - writing lyrics to a rap song using familiar words 📖
  - creating a digital shopping list for a recipe 📖 📱
  - labelling photos of school excursion in Chinese for classroom display 📖
  - composing self-introduction speech for meeting new students 🌟 📖
  - completing speech bubbles in a comic strip 🌟 📖
- creates bilingual texts for the classroom, for example: 📖
  - creating a bilingual picture dictionary of new words 📖
  - creating a poster of classroom items labelled in Chinese and English 📖
  - labelling the school map in Chinese 📖
  - creating a bilingual poster, such as for the zoo, for the school canteen or a school map 🌟 📖
  - collecting (on-line) products used internationally and comparing and contrasting their packaging between English and Chinese 📖
  - making an online dictionary of learnt vocabulary for the class 🌟 📱 📖

*Content for students with prior learning and/or experience*

Students:

- compose texts in a variety of formats for different contexts, for example: 🌟 📖
  - writing a recount of a school excursion for school newsletter 🌟 📖
  - creating a menu with some details about each item for a class restaurant 🌟 📖
  - writing a diary entry about a day's experience at school and selecting phrases about how they felt 🌟 📖
  - producing an advertisement for a class restaurant promoting what food the restaurant offers 🌟 📖
- creates bilingual texts for classroom and the community, for example: 🌟 📖
  - creating bilingual posters for the classroom 📖
  - producing a word bank containing vocabulary learnt in class 📖
  - creating a video about favourite people and things spoken in Chinese with English (or other languages) subtitles 🌟 📱 📖
  - writing a simple article labelling photos from Chinese activities for a school newsletter or local newspaper 🌟 📖
  - creating a bilingual notice for the school to notify Chinese parents of a fundraising activity 🌟 📖

- writing lyrics in Chinese to a well-known song 🎵🎶

# UNDERSTANDING

## SYSTEMS OF LANGUAGE

### OUTCOME

A student:

- > demonstrates understanding of letter combinations and/or symbols and how they represent sounds and words in Chinese LCHLS-5U
- > demonstrates understanding of language patterns and structures used to convey meaning LCHLS-6U
- > demonstrates understanding that texts are structured in different ways LCHLS-7U

**Related Stage 4/5 outcomes:** LCH4-5U, LCH4-6U, LCH4-7U, LCH5-5U, LCH5-6U, LCH5-7U

### CONTENT

Students:

- recognise features of the Chinese sound system, such as rhythm and sound flow, making connections with *Pinyin*, for example:
  - observing the tonal nature of spoken Chinese and using gestures to enhance the meaning
  - recognising differentiation of tones
  - applying tones to diverse sounds in Chinese to express different meanings, and recognising differences between words with different tones, eg 妈 *mā* and 马 *mǎ*
  - practising the pronunciation of syllables that are unique to Chinese, eg 女 *nǚ*, 下 *xià*
  - working with classmates and teachers to identify initial letters (b, p, m, d, t, g, k etc.) that are similar to English consonants (f, l, n, v); and identifying the differences between final letters (a, o, e, i, u, ü) and English vowels (a, e, i, o, u)
  - exploring the role of emphasis, stress and rhythm in expressing subtle meanings in interactions
  - using non-verbal communication
- recognise simple *Hanzi*, for example:
  - differentiating *Hanzi* from other forms of written expression, eg the Roman alphabet, visual images (drawing)
  - recognising that each *Hanzi* has meaning, and exploring the connection between meaning and form, eg pictographs such as 人 ('person'), 日 ('sun')
  - copying or tracing *Hanzi* with attention to stroke order and direction
  - identifying syllables that make up Chinese words, eg 小/老/鼠 (*xiǎo/lǎo/shǔ*), and recognising that words, eg 熊猫 (*xióng māo*) have two syllables, with each syllable having a meaning
  - identifying familiar components and *Hanzi* in different fonts and handwriting, including calligraphy and cursive forms of handwriting
  - using understanding of familiar radicals and phonetic sides to estimate the sound and meaning of *Hanzi* when reading aloud
- use appropriate elements of Chinese grammar, such as sentence patterns, for example:
  - replacing words in modelled sentences to express a personal meaning, eg replacing 弟弟 in 我有弟弟 with 妹妹 to say 我有妹妹
  - stating the subject of a sentence, eg 我爱妈妈 is about 'I', and 妈妈爱我 is about 'Mum'

- recognising that simple statements in Chinese tend to follow English word order, but that questions do not, eg ‘Do you have a cat?’ versus 你有猫吗? 🗨️
- recognising that sometimes the verb ‘to be’ is left out in Chinese sentences, eg 我十三岁 rather than 我是十三岁 🗨️
- using special verbs, eg 是, 有
- using pronouns, eg 我, 你
- explore how different texts are structured, for example: 🗨️
  - developing awareness of bilingual texts (such as picture books, multimedia texts, song and dance videos) through immersion in text-rich environments, and noticing features of punctuation and text organisation across languages (such as spacing between words) 🗨️
  - comparing familiar texts in Chinese and English and discussing common features, eg storybook covers usually consist of book title, image, author’s name and illustrator’s name 🗨️
- explore how language changes in formal and informal contexts, for example: 🗨️
  - using appropriate etiquette in everyday social contexts, eg how to address adults, eg 王阿姨好 🗨️
  - using titles to address teachers in Chinese, eg 王老师 instead of Ms Wang 🗨️
  - observing and participating in interactions with a range of participants, and discussing how different people use language in different ways, eg a range of ways of greeting and farewelling 🗨️

#### *Content for students with prior learning and/or experience*

##### Students:

- recognise and use Chinese pronunciation patterns, noticing differences in sounds and tones, for example: 🗨️
  - explaining the use of *Pinyin* as a learning tool to reflect the sound of Chinese spoken language 🗨️
  - recognising sounds associated with individual letters and syllables, differentiating, eg *qī*, *piě*, *rán* and *qù* from English sounds for such letters and syllables 🗨️
  - listening to and viewing simple conversational exchanges, recognising tone-syllables 🗨️
  - reflecting on the differences between Chinese and English intonation 🗨️
  - recognising when and why some tones are not expressed in some contexts, eg repetition of syllables in ‘Mama’, neutral tone on second syllable 🗨️
- recognise and use familiar *Hanzi* in texts, for example: 🗨️
  - engaging with a range of basic *Hanzi* and components and exploring their individual meanings, eg 大, 小, 足, 手 🗨️
  - exploring the concept of ‘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, eg fruit group 水果、苹果、果汁; vehicle group 汽车、火车、车子 🗨️
  - inferring meaning of unfamiliar words from known morphemes, eg 学生、学校、小学 🗨️
  - recognising that a character might have multiple meanings, eg that 冷 means ‘cold’ in 冷水 and ‘quiet’ in 冷清 🗨️
- understand and use elements of Chinese grammar and sentence structure, for example: 🗨️
  - exploring basic sentence structure in Chinese, consisting of subject–verb–object, and learning to analyse sentences in both Chinese and English, eg ‘What’s the subject in the sentence “My

- mum drives a car”? And in the Chinese sentence 我看书? Do sentences work the same way in Chinese and English?’ 🗨️
- recognising grammatical features and how their use differs in Chinese and English, eg the lack of articles in Chinese; that adjectives can be used as verbs; limited use of the verb ‘to be’ (是) 🗨️
  - following patterns of word order and sentence structure and using negation when creating sentences to express own meanings, eg replacing the subject pronoun in 我喜欢绿色 to create the sentence 我妈妈不喜欢绿色 🗨️
  - expressing opinions, eg 我想
  - providing further explanations, eg 也
  - expressing feelings, eg 我觉得
  - using rhyme in Chinese, eg 大头大头，下雨不愁
  - using imperative sentences, eg 请安静！请准时入场
- identify textual conventions of familiar multimodal texts, for example: 🗨️
    - engaging with familiar text types in both Chinese and English, eg menus, calendars, songs and TV cartoons; and explaining how the content and features of the text suit its purpose, eg the menu has pictures of dishes to help the customer understand what kind of food it is 🗨️
    - recognising Chinese texts, eg Chinese film posters and newspapers, and discussing how the textual features are organised, including the headings, images and fonts, and the cultural significance of such texts 🗨️
    - applying knowledge of text features to help locate key information, eg identifying details relating to name, age and nationality across diverse examples of social media profiles and print information forms 🗨️
  - recognise that language changes in formal and informal contexts, for example: 🗨️
    - comparing conversations between peers/friends with conversations between teachers/authorities, eg 你/您；坐吧！/请坐！ 🗨️
    - identifying the opening of conversations in a range of situations, and finding key words participants use, noticing how these chunks of language can change depending on the situation 🗨️
    - finding examples of the openings of informal and formal conversations in Chinese films, soap operas and children’s cartoons, and practising using these openings in conversation with teachers and friends 🗨️

# UNDERSTANDING

## LANGUAGE VARIATION AND CHANGE

### OUTCOME

A student:

- > explores the influence of Chinese on other languages LCHLS-8U

**Related Stage 4/5 outcomes:** LCH4-8U, LCH5-8U

### CONTENT

Students:

- understand the dynamic nature of Chinese and other languages, for example: 🌐🗣️#
  - exploring the English terms that come originally from Chinese, eg *yum cha*, spring rolls
  - recognising Chinese words or expressions that are commonly used in English, such as *tai chi*, *feng shui*, fair dinkum, long time no see 🌐🗣️#
  - recognising words or expressions in Chinese that originated from other languages, eg 卡拉 OK, 可口可乐, 维他命 (karaoke, Coca Cola, vitamins) 🌐🗣️#

*Content for students with prior learning and/or experience*

Students:

- explore how languages change and are influenced by factors, such as technology, globalisation and youth culture, for example: 🗣️#
  - investigating the use of Chinese in Australian communities and in countries and regions where diverse forms of Chinese are widely used, eg China, Hong Kong, Taiwan, Singapore, Malaysia, Vietnam, USA 🌐🗣️#
  - interviewing people in the community who speak Chinese, eg 妈妈的朋友, and finding out how the person learnt and used Chinese in their country of origin and in Australia, eg ‘How did you learn to speak and write Chinese? Do you speak Chinese every day in Australia?’ 🌐🗣️#
  - making personal connections with particular dialects of Chinese, asking peers which dialects are spoken in their families, and inviting others to say a few words in their own dialect, eg 我爷爷说广东话 🌐🗣️#

# UNDERSTANDING

## ROLE OF LANGUAGE AND CULTURE

### OUTCOME

A student:

- > explores their own and other languages and cultures LCHLS-9U

**Related Stage 4/5 outcomes:** LCH4-9U, LCH5-9U

### CONTENT

Students:

- recognise that there are culturally appropriate language and behaviours for particular contexts, for example: 🌐🌐
  - observing what is the same and what is different in their classroom interactions and classroom interactions in China 🌐🌐🌐🌐
  - comparing gestures and body language associated with language use in different cultures, eg hand gesturing for emphasis and encouragement, or recognising taboos within Chinese communication, such as pointing directly at someone 🌐🌐🌐🌐
  - recognising various ways in which familiar concepts are expressed in different cultures, eg greetings 🙋🌐🌐🌐🌐
  - using non-verbal communication, such as gestures and facial expressions, eg showing numbers 1–10 with fingers 🌐🌐
  - observing and exploring how inscribed or painted Chinese characters are displayed or presented to reflect culture and Chinese customs, eg in China Town, Chinese museums, Chinese restaurants or temples 🌐🌐
- explore their own and others' lifestyles, beliefs and cultural practices, for example: 🌐🌐🌐🌐
  - exploring the range of languages spoken in Australia, including those by Aboriginal and Torres Strait Islander languages, and identifying people in the local community or in the media who speak a different language, eg 'My mum's friend is from China, and she speaks Chinese' 🌐🌐🌐🌐
  - discussing why there are different languages spoken by Australian families and by classmates 🌐🌐🌐
  - recognising that Chinese is spoken not only in China but also in other areas of the world, including Australia 🌐🌐🌐
  - sharing information about themselves and their family background, such as their age, interests, country of origin and languages spoken 🌐🌐🌐
  - comparing students in China's interests and hobbies with their own
  - comparing own family grouping and values with that of others 🌐🌐🌐
  - participating in a shared meal of Chinese food such as 饺子, 春卷, and appreciating cultural diversity in the school community 🌐🌐🌐🌐
  - examining pictures of different market places and noticing differences between food markets and grocery stores in China and Australia 🌐🌐🌐🌐
  - discussing communicative practices across cultures and identifying culture-specific practices, eg 拜年 in Chinese culture, noting culture-specific phrases used in either Chinese or English 🌐🌐🌐🌐
  - comparing Chinese and Australian lifestyles related to festivals, celebrations, beliefs, food staples and cooking styles and discussing own engagement with these 🌐🌐🌐🌐

- exploring examples of both traditional and modern entertainment and recreational activities 🌐🌐
- learning about traditional and contemporary Chinese music, eg Chinese Opera and Chinese arts, such as calligraphy and wash-painting 🌐🌐🌐
- learning Chinese dance, eg umbrella dance and fan dance, *taichi* and *kungfu* 🌐🌐
- distinguishing between traditional Chinese costumes, eg embroidered silk and Chinese minority nationalities costumes 🌐🌐
- learning about and participating in traditional Chinese games, eg 丢手巾 🌐🌐

*Content for students with prior learning and/or experience*

Students:

- explore how language and culture and behaviours help shape identity, for example: 🌐🌐
  - exploring difference and diversity of cultural expression in Australia, including Aboriginal and Torres Strait Islander peoples, eg celebrations, food, music, art, craft, beliefs, dance and traditional clothing 🌐🌐🌐🌐🌐
  - exploring the notion of belonging through shared culture and behaviour 🌐🌐
  - discussing the importance to their own identity of speaking Chinese to connect with older relatives, and the wider Chinese-speaking community, eg 我会说中文, 我可以用中文跟上海的爷爷打电话 🌐🌐🌐
  - sharing information about their family background, such as country of origin, languages and dialects spoken, and current locations of extended family, eg 我爸爸是从中国来的。他会说普通话和上海话 🌐🌐🌐
  - participating in exchanging good wishes in celebrations, eg 龙年快乐, and comparing cultural practices of celebration from around the world 🌐🌐🌐
  - exploring the use of language and symbolic images during cultural events, and describing the cultural meaning represented, eg looking at the use of the colour red 🌐🌐🌐
- recognise how aspects of identity, including family background, age, school and interests influence how we communicate, for example: 🌐🌐
  - identifying culturally specific terms and phrases, eg ‘mate’ in Australian English and 吃了吗 in Chinese, and sharing insights into why particular cultures value certain colloquial language 🌐🌐
  - deciding how best to address and refer to others, eg addressing an older stranger as 姐姐 or 阿姨 in Chinese, and considering how that person would be addressed in English 🌐🌐🌐
  - noticing differences in cultural practices and the protocol for certain events, eg 我去表哥家要先叫人, 大姨好, 大姨夫好; 如果他们要留我吃饭, 我要先问妈妈可不可以; 如果阿姨叫我多吃一点, 我不能吃太多, 最好得客气客气 🌐🌐🌐🌐
  - comparing traditional Chinese games, eg 毽子 (shuttle-cock), 抓拐 (knuckle-stone) and Chinese chess such as 象棋、围棋 to games of the origin of their culture 🌐🌐🌐

# ASSESSMENT

 for your information

The text in this section is generic for all K–10 syllabuses.

## STANDARDS

The Board of Studies, Teaching and Educational Standards NSW (BOSTES) K–10 Curriculum Framework is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of three interrelated elements:

- outcomes and content in syllabuses showing what is to be learned
- Stage statements that summarise student achievement
- samples of work on the BOSTES Assessment Resource Centre (ARC) website which provide examples of levels of achievement within a Stage.

Syllabus outcomes in Chinese contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

## ASSESSMENT

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a Stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

*Assessment for Learning, Assessment as Learning and Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning. The BOSTES Years K–10 syllabuses particularly promote Assessment for Learning as an essential component of good teaching.

### Assessment for Learning

- enables teachers to use information about students' knowledge, understanding and skills to inform their teaching
- teachers provide feedback to students about their learning and how to improve

### Assessment as Learning

- involves students in the learning process where they monitor their own progress, ask questions and practise skills
- students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals

### Assessment of Learning

- assists teachers to use evidence of student learning to assess student achievement against learning goals and standards

Further advice on programming and appropriate assessment practice in relation to the [Language] syllabus is contained on the BOSTES website. This support material provides general advice on assessment as well as strategies to assist teachers in planning education programs.

## ASSESSMENT FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology.

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with a disability. Schools are responsible for any decisions made at school level to offer adjustments to course work, assessment tasks and in-schools tests.

Further examples of adjustments to assessment for students with special education needs and information on assessment of students undertaking Life Skills outcomes and content can be found in support materials for:

- Languages
- Special education needs
- Life Skills Years 7–10.

## REPORTING

Reporting is the process of providing feedback to students, parents and other teachers about student progress.

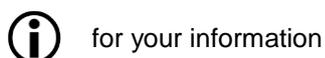
Teachers use assessment evidence to extend the process of Assessment for Learning into their Assessment of Learning. In a standards-referenced framework, teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a Year or Stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of student achievement in [Language] provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help plan the next steps in the learning process.

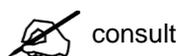
The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a Stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student's achievement to a description. The Common Grade Scale (A–E) or equivalent is used by teachers to report student levels of achievement from Stages 1 to 5.

For students with special education needs, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with special education needs to be reported against outcomes or goals identified through the collaborative curriculum planning process. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking or equivalent to report achievement of students undertaking Life Skills outcomes and content.

# GLOSSARY



This section draws on the Australian curriculum: Languages F–10 glossary which is included below. Additional words and/or terms specific to individual languages may also be identified for inclusion.



Glossary term	Definition
<b>Aboriginal and Torres Strait Islander Peoples</b>	Aboriginal and Torres Strait Islander peoples are the original inhabitants of Australia, including the Indigenous peoples of the Torres Straits islands of Northern Queensland.
<b>accent</b>	A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation.
<b>activity</b>	A game or other teaching strategy that is used to rehearse learned language. Playing a game of bingo, singing a song or writing and acting out a role-play are examples of activities where language is modelled and practised. 'Classroom activities' is a generic term used in the syllabus to describe any planned occurrences within a language classroom and includes exercises, activities and tasks.
<b>adjective</b>	A word that modifies or describes a noun or pronoun. For example <i>astonishing</i> in <i>an astonishing discovery</i> .
<b>adverb</b>	A word class that may modify or qualify a verb, an adjective or another adverb. For example <i>beautifully</i> in <i>she sings beautifully</i> ; <i>really</i> in <i>he is really interesting</i> ; <i>very</i> and <i>slowly</i> in <i>she walks very slowly</i> .
<b>adverbial</b>	A word or group of words that functions as an adverb.
<b>aesthetic</b>	Relates to a sense of beauty or appreciation of artistic expression.
<b>audience</b>	Intended readers, listeners or viewers.
<b>authentic (texts/materials)</b>	Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.
<b>author</b>	A composer or originator of a work (for example <i>a novel, film, website, speech, essay, autobiography</i> ).
<b>bilingualism</b>	An ability to use two or more languages.

<b>Glossary term</b>	<b>Definition</b>
<b>biography</b>	A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.
<b>character components</b>	Individual elements of a written character which have a separate linguistic identity.
<b>characters</b>	(i) graphic symbols used in writing in some languages (ii) assumed roles in dramatic performance
<b>clause</b>	A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.
<b>CLIL</b>	Content and language integrated learning. An approach to learning content through an additional language.
<b>code-switching</b>	A use of more than one language in a single utterance. For example Papa, can you buy me a <i>panini</i> , please? A common feature of bilingual and multilingual language use.
<b>cohesion</b>	Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example <i>study/laze about, ugly/beautiful</i> ), repetition (for example <i>work, work, work – that's all we do!</i> ) and collocation (for example <i>friend</i> and <i>pal</i> in, <i>My friend did me a big favour last week. She's been a real pal.</i> )
<b>communication</b>	A mutual and reciprocal exchange of meaning.
<b>communicative competence</b>	An acquired capability to understand and interact in context using the target language (TL). Defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.
<b>complex sentence</b>	A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: <i>I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.</i>
<b>complexity</b>	A degree to which language use is complex as opposed to simple. Elements of language complexity include:
<b>composing</b>	A process of producing written, spoken, graphic, visual or multimodal texts.  It also includes applying knowledge and control of language forms, features and structures required to complete the task.

<b>Glossary term</b>	<b>Definition</b>
<b>comprehension strategies</b>	Strategies and processes used by listeners, readers and viewers of text to understand and make meaning. These include: <ul style="list-style-type: none"> <li>• making hypotheses based on illustrations or text layout</li> <li>• drawing on language knowledge and experience (for example gender forms)</li> <li>• listening for intonation or expression cues</li> <li>• interpreting grapho-phonetic, semantic and syntactic cues.</li> </ul>
<b>comprehension/ comprehending</b>	An active process of making/constructing/deciphering meaning of language input through listening, reading, viewing, touching (as in braille) and combinations of these modes. It involves different elements: decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, text-processing strategies and capabilities; for example inferencing or applying knowledge of text types and social and cultural resources.
<b>conjunction</b>	A part of speech that signals relationships between people, things, events, ideas. For example Sophie and her mother might come and visit, or they might stay at home. The conjunction <i>and</i> links the two participants, while <i>or</i> links alternative options.
<b>content</b>	A subject matter used as a vehicle for language learning.
<b>context</b>	An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.
<b>convention</b>	An accepted language or communicative practice that has developed and become established over time. For example use of punctuation or directionality.
<b>Country</b>	Country is a space mapped out by physical or intangible boundaries that individuals or groups of Aboriginal Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.
<b>create</b>	Develop and/or produce spoken, written or multimodal texts in print or digital forms.
<b>cues</b>	Sources of information used to facilitate comprehension of language that may be visual, grammatical, gestural or contextual.

Glossary term	Definition
<b>culture</b>	<p>In earlier models of language teaching and learning, <i>culture</i> was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which people</p> <ul style="list-style-type: none"> <li>• see, think, interpret the world and experience</li> <li>• make assumptions about self and others</li> <li>• understand and represent individual and community identity.</li> </ul> <p>Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.</p>
<b>decode</b>	<p>A process of working out the meaning of a text. Decoding strategies involve readers/listeners/viewers drawing on contextual, lexical, alphabetic, grammatical and phonic knowledge to decipher meaning. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error and to self-correct.</p>
<b>dialect</b>	<p>A variant of a language that is characteristic of a region or social group.</p>
<b>diaspora</b>	<p>A scattered population with a common origin in a smaller geographical area.</p>
<b>digital media</b>	<p>Various platforms via which people communicate electronically.</p>
<b>digital texts</b>	<p>Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.</p>
<b>directionality</b>	<p>A direction in which writing/script occurs, for example from left to right, right to left.</p>
<b>encode</b>	<p>A process of changing spoken language into symbols of written/digital language.</p>
<b>exercise</b>	<p>A teaching strategy that is used to drill learned language. Matching exercises, sentence completions, true/false statements, grammatical manipulations are examples of exercises.</p>
<b>formulaic language</b>	<p>Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example <i>Once upon a time</i> (story-starter); <i>G'day, how are you going?</i> (greeting in Australian English).</p>

Glossary term	Definition
<b>genre</b>	<p>A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.</p> <p>The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.</p>
<b>hyperbole</b>	Exaggerated claims or statements which are not meant to be taken literally.
<b>identity</b>	A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Non-background language learners' experience with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.
<b>idiomatic expressions</b>	A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example <i>I am over the moon, on thin ice, a fish out of water, fed up to the back teeth</i> ).
<b>Indigenous Cultural and Intellectual Property (ICIP)*</b>	Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous people as a whole or their territory.
<b>Indigenous peoples</b>	This term is used when referring collectively to the first peoples of a land in international communities. The term Indigenous Australians is used when speaking about both Aboriginal and Torres Strait Islander peoples within Australia.
<b>input</b>	Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.

Glossary term	Definition
<b>intercultural capability</b>	An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to de-centre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.
<b>intercultural language teaching and learning</b>	An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).
<b>interpret</b>	In the context of L2 learning, <i>interpret</i> refers to two distinct processes: the act of translation from one language to another the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others.
<b>intonation</b>	A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation; for example to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.

Glossary term	Definition
<b>language</b>	<p>A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.</p> <p>Language is described and employed:</p> <ul style="list-style-type: none"> <li>• <b>as code</b> – comprising systems, rules, a fixed body of knowledge; for example grammar and vocabulary, sound and writing systems</li> <li>• <b>as social practice</b> – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways</li> <li>• <b>as cultural and intercultural practice</b> – means by which communities construct and express their experience, values, beliefs and aspirations</li> <li>• <b>as cognitive process</b> – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured.</li> </ul>
<b>language features</b>	<p>Features of language that support meaning; for example sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.</p>
<b>language patterns</b>	<p>Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.</p>
<b>language systems</b>	<p>Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.</p>
<b>media texts</b>	<p>Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.</p>
<b>metalanguage</b>	<p>A vocabulary used to discuss language conventions and use (for example language used to talk about grammatical terms such as <i>sentence</i>, <i>clause</i>, <i>conjunction</i>; or about the social and cultural nature of language, such as <i>face</i>, <i>reciprocating</i>, <i>register</i>)</p>

<b>Glossary term</b>	<b>Definition</b>
<b>metaphor</b>	A resemblance between one thing and another is declared by suggesting that one thing is another, for example 'My fingers are ice'. Metaphors are common in spoken and written language and visual metaphors are common in still images and moving images.
<b>modal verb</b>	A verb attached to another verb to express a degree of probability (for example <i>I might come home</i> ) or a degree of obligation (for example <i>You must give it to me, You are to leave now</i> ).
<b>mode</b>	Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning-making) resources associated with these communicative processes, such as sound, print, image and gesture.
<b>morpheme</b>	The smallest meaningful unit in the grammar of a language. Morphemes are not necessarily the same as either words or syllables. The word <i>cat</i> has one morpheme while the word <i>cats</i> has two morphemes: <i>cat</i> for the animal and <i>s</i> to indicate that there is more than one. Similarly, <i>like</i> has one morpheme while <i>dislike</i> has two: <i>like</i> to describe appreciation and <i>dis</i> to indicate the opposite. The process of identifying morphemes assists comprehension, vocabulary building and spelling.
<b>multimodal text</b>	A text which involves two or more communication modes; for example the combining of print, image and spoken text in film or computer presentations.
<b>narrative</b>	A story of events or experiences, real or imagined.
<b>noun</b>	A part of speech that includes all words denoting physical objects such as <i>man, woman, boy, girl, car, window</i> . These are <i>concrete nouns</i> . <i>Abstract nouns</i> express intangibles, such as <i>democracy, courage, success, idea</i> .
<b>oracy</b>	An ability to express oneself in and to understand spoken language; it includes oral and aural proficiency.
<b>orthography</b>	Writing words with correct letters or characters according to common usage.
<b>performance</b>	A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.
<b>personification</b>	Attributing human characteristics to abstractions, such as love, things (for example <i>The trees sighed and moaned in the wind.</i> ) or animals (for example <i>Then the hen said to the fox...</i> )
<b>Place</b>	Place is a space mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.
<b>prefix</b>	A meaningful element (morpheme) added before the main part of a word to change its meaning. For example <i>unhappy</i> .

Glossary term	Definition
<b>preposition</b>	<p>A part of speech that precedes a noun, noun phrase or pronoun, thereby describing relationships in a sentence in respect to</p> <ul style="list-style-type: none"> <li>• space/direction (<i>below, in, on, to, under</i> – for example <i>she sat on the table</i>)</li> <li>• time (<i>after, before, since</i> – for example <i>I will go to the beach after lunch</i>)</li> <li>• those that do not relate to space or time (<i>of, besides, except, despite</i> – for example <i>he ate all the beans except the purple ones</i>).</li> </ul> <p>Prepositions usually combine with a noun group or phrase to form a prepositional phrase. For example <i>in the office, besides these two articles</i>.</p>
<b>pronoun</b>	<p>A part of speech that refers to nouns, or substituting for them, within and across sentences. For example <i>Ahmad chose a chocolate cake. He ate it that evening</i> (where <i>he</i> and <i>it</i> are personal pronouns; and <i>that</i> is a demonstrative pronoun).</p>
<b>pronunciation</b>	<p>A manner in which a syllable is uttered.</p>
<b>prosody</b>	<p>Patterns of rhythm, tempo, stress, pitch and intonation used in language; for example in poetry or public speaking.</p>
<b>question</b>	<p>A commonly employed prompt to elicit language use. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:</p> <ul style="list-style-type: none"> <li>• <b>closed questions</b> are questions for which there are predictable answers. For example <i>What time is it?</i> These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinised interactions. They are frequently used to scaffold early language development.</li> <li>• <b>open questions</b> are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners. For example <i>How do you feel about that? What do you think might happen next?</i> They are used as stimulus for discussion, reflection and investigation.</li> </ul> <p>Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.</p>
<b>read</b>	<p>Process visual or tactile symbols (for example braille), words or actions in order to derive and/or construct meaning. Reading includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts.</p>

<b>Glossary term</b>	<b>Definition</b>
<b>register</b>	A variety of language used for a particular purpose or in a particular situation, the variation being defined by <i>use</i> as well as <i>user</i> . For example informal register or academic register
<b>scaffolding</b>	Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting.
<b>script</b>	A writing system in which characters or symbols represent components of language (letters, syllables, words).
<b>semantic knowledge</b>	Knowledge gained at a meaning rather than a decoding level. This involves understanding the relationship between signifiers (words, phrases, symbols, signs) and the meanings they represent. Semantic information is supported through reference to prior knowledge, cultural connotations and contextual considerations.
<b>speak</b>	Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world.
<b>stereotype</b>	A widely held but fixed and oversimplified image or idea of a particular type of person or thing.
<b>stress</b>	An emphasis in pronunciation that is placed on a particular syllable of a word; for example <i>she will <b>con</b>duct the orchestra; her <b>con</b>duct is exemplary.</i>
<b>suffix</b>	A meaningful element added after the root of a word to change its meaning (for example to show its tense: <i>-ed</i> in <i>passed</i> . Common suffixes in English include <i>-ing, -ed, -ness, -less, -able</i> ).
<b>talk</b>	Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world.

Glossary term	Definition
<b>task</b>	<p>Tasks are relevant and significant learning experiences that involve purposeful language use. Unlike form-focused language activities and exercises the task involves the achievement of a devised or actual goal or purpose. Tasks provide opportunities to draw on existing language resources and to experiment with new forms. The task may be authentic, for example to conduct a [Language]-speaking person around a school or to participate in an experiment; or simulated, for example to compose an email to a [Language]-speaking friend or read a friend's blog.</p> <p>Tasks provide the organising structure and context for meaning-focused language learning.</p>
<b>task-based language learning (TBLL)</b>	<p>An orientation to language teaching and learning, which focuses on the use of the language in meaningful and 'life-like' tasks and activities. The completion of the task is not an end in itself, as tasks are part of the overall learning and using of the language, providing a context and purpose for developing language competence and a means of assessing and evaluating learning outcomes. Learners work independently and/or collaboratively, draw on existing language resources, generate solutions to communicative problems, seek out additional or new language and other resources needed to complete the task. Focused language work, such as grammar knowledge, vocabulary-building, social and cultural competence, is integrated with task preparation and completion processes. Tasks provide opportunities to integrate the four modes of language use, to develop fluency, complexity and problem-solving capacity, as well as including work on accuracy and focus on form. A task has limits as a one-off learning event, but is used as a meaningful component of learners' overall learning progression.</p>
<b>texts</b>	<p>Communications of meaning produced in any media that incorporates [Language]. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts include written, spoken, visual, digital and multimodal communications of meaning. Multimodal texts combine language with other systems for communication.</p>
<b>text structure</b>	<p>Ways in which information is organised in different types of texts (for example chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.</p>

Glossary term	Definition
<b>text types (genres)</b>	Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ. For example texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts. For example a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be differently expressed in Japanese or German.
<b>textual features/conventions</b>	Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (see language features).
<b>tone</b>	A use of pitch and contour in spoken language to nuance words and, in some languages, to distinguish lexical or grammatical meaning. In Chinese, for example the tones are distinguished by their pitch range (register), duration and contour (shape). All Chinese syllables have a set tone, which distinguishes it and its meaning from another syllable. However, in certain environments tones can change or be modified, while in rapid spoken Chinese a great many unstressed syllables carry no tone at all.
<b>translation</b>	A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.
<b>verb</b>	<p>A part of speech which expresses existence, action, state or occurrence. For example <i>they <b>watch</b> football; she <b>is</b> exhausted; the day finally <b>came</b>.</i></p> <p><b>auxiliary verb</b> – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition. For example <i>they <b>will</b> go, I <b>did</b> eat lunch, she <b>might</b> fail the exam.</i></p>
<b>word borrowing</b>	A practice of incorporating words from one language into another. For example the use of Italian words such as <i>pianissimo, cannelloni</i> in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.