

F – 10 Sequence

Foundation – Level 2

Levels 3 and 4

Levels 5 and 6

Communicating		
Socialising		
Participate in class routines, structured conversations and activities using teacher-modelled tones and rhythm	Interact with teachers and peers in social and class activities, exchanging ideas and opinions, using correct tones	Initiate interactions with peers and known adults to plan and organise social activities
Interact with simple written texts in familiar contexts to contribute to class discussions	Exchange simple correspondence with teachers and peers to contribute suggestions and arrange activities	Exchange correspondence and create simple written material to plan future activities and events and contribute ideas
Informing		
Locate information about family and familiar events from spoken and visual sources and convey this information in simple visual and oral texts	Obtain and process information about significant people, places and events from spoken and visual sources, and convey this information using learnt phrases and key words	Obtain and process specific information from multiple spoken sources, selecting and sequencing appropriate content for specific audiences
Locate and present information about familiar objects, people and personal interests using visual and contextual cues	Locate factual information from sources and report this information to a known audience using learnt characters	Locate key points in written informative texts, summarising the points to report to known audiences
Creating		
Respond to and create simple Chinese stories, songs and rhymes, reproducing rhythm and sound patterns to express feelings	Respond to and create simple imaginative texts using voice, rhythm, and appropriate gesture and action	Engage with characters and points of view in short imaginative texts, express personal opinions and create simple spoken imaginative texts
Create short imaginative written texts using images and copied characters	Create short written imaginative texts using simple characters and short sentences	Create written imaginative texts, describing characters and sequencing events, using scaffolded models of texts, learnt characters or word lists for support
Translating		
Identify equivalent or similar Chinese words or phrases for familiar objects or terms in English	Translate the meanings of important everyday words using contextual cues	Interpret and translate simple texts used for everyday purposes, identifying actions, words and phrases that do not readily translate into English
Identify common Chinese characters and words in Pinyin using contextual cues	Find English equivalents of common expressions in Chinese and vice versa	Create own bilingual texts such as signs, displays and posters
Reflecting		
Notice aspects of Chinese language and culture that are 'new' or 'interesting', and observe how relationships influence language use and own identity	Reflect on how aspects of personal identity are expressed in Australian and Chinese contexts	Describe aspects of own identity and reflect on differences between Chinese and English language and culture, identifying how this knowledge can help their intercultural exchanges
Understanding		
Systems of language		
Reproduce the four tones and recognise how they can change the meaning of words	Recognise the tone-syllable nature of spoken language, and compare Chinese and English sounds	Discriminate between similar or related syllables and words by listening with attention to intonation, stress and phrasing
Recognise Chinese characters as a form of writing and Pinyin as the spelled-out sounds of spoken Chinese	Reproduce key Chinese characters from familiar contexts using stroke types and sequences, and component forms and their arrangement	Identify how character structure, position, and component sequences relate the form of a character to its particular sound and meaning
Understand that Chinese sentences have a particular word order	Use nouns, adjectives and simple sentences to record observations	Form sentences to express details such as the time, place and manner of an action and to sequence ideas
Engage with familiar text types to predict meaning	Identify similarities and differences in the organisation of simple familiar texts	Notice how the features of text organisation vary according to audience and purpose
Language variation and change		
Recognise that Chinese is a major community language in Australia	Recognise that Chinese is spoken by communities in many countries	Understand that Chinese is characterised by diversity in spoken and written forms
Identify the features of formal language used in familiar contexts, such as at school	Identify the likely contexts and features of informal and formal conversations involving known participants of different ages, genders and social positions	Examine how language is used to clarify roles and relationships between participants in interactions
The role of language and culture		
Describe how people use different languages to communicate and participate in cultural experiences	Identify how terms are used to indicate relationships and express aspects of culture that may be different from their own	Explore the ways in which everyday language use reflects culture-specific ideas, such as the influence of age, gender and social position on language choices
Achievement Standard		
<p>By the end of Level 2, students use spoken and written Chinese to communicate with teachers and peers. They participate in structured and routine interactions, such as using 谢谢, 再见, 请, using learnt sounds, formulaic phrases, and verbal and non-verbal responses. They respond to and receive information, for example, 你好, 你好吗? They follow simple instructions, including 排队, 请坐, 不要说话. They use the four tones of Chinese but not always with accuracy. Students respond to short predictable imaginative and informative texts, expressing simple likes and dislikes (喜欢, 不喜欢). They can match characters to the meanings and sounds of familiar words, including numbers (八...), colours (红...), and family members (爸爸, 妈妈). Students use strategies such as imitation and basic contextual cues for comprehension. They create simple informative and imaginative texts by selecting and practising learnt characters and familiar words and phrases to describe, list, label and caption.</p> <p>Students recognise that Chinese is a major language in Australia. They identify its distinctive systems of writing and speaking. They recognise the tonal nature of Chinese and know that characters are formed by strokes. Students differentiate between the Pinyin and characters associated with familiar objects in their immediate environment. They recognise the use of tone marks in Pinyin. They are aware of the word order of simple sentences. They recognise the conventions for using Chinese to communicate with family, friends and teachers. They recognise the similarities and differences between Chinese and Australian contexts, language and culture. They can identify themselves as learners of languages.</p>	<p>By the end of Level 4, students use spoken and written Chinese in simple personal interactions with familiar participants about self, family, people, places, routine, school life, and their own interests and preferences, for example, 你叫什么名字? 你上几年级? 你有狗吗? 你喜欢什么运动? They use appropriate pronunciation, tone, gesture and movement and some formulaic expressions. They use modelled questions to develop responses, for example, 你的哥哥几岁?, 他是谁?, 你住在哪里?, 这是什么? They respond to and create simple informative and imaginative texts for familiar audiences (for example, 狼与小孩) by selecting learnt words and characters. Sentences are short and follow the basic subject-verb-object structure with occasional use of adjective predicates, for example, 这是红色的苹果. Learners use familiar words in Pinyin, or presented in characters in texts. Numbers are used in relation to age and family members, and to quantify objects with measure words such as 一个男生, 两个姐姐, 三只狗.</p> <p>Students explain why Chinese is a globally important language. They understand that Pinyin provides access to the sounds of the spoken language. They identify features of the Chinese writing system, including the range of strokes and their sequences in character writing, and explain how component knowledge can assist in learning characters. They are aware that each character is a meaningful unit (morpheme) that is used to make up words. They recognise familiar word order in Chinese sentences. They notice similarities and differences between the patterns of the Chinese language and those of English and other familiar languages. They recognise that languages change with time and due to influences such as globalisation and technology. Students recognise that diversity of context and participants influence how meaning is communicated, and apply this knowledge to their own communication. They notice how cultural differences may affect understanding between people.</p>	<p>By the end of Level 6, students use spoken and written Chinese to initiate and maintain interactions. They describe and give information about themselves and their preferences, their environment, experiences and interests, for example, 我很喜欢唱歌。我的学校很漂亮。我觉得澳大利亚是很好的国家. They use simple questions (for example, 请问...? 你是哪国人? 你会说汉语吗?) and seek clarification, for example, ... 对吗? They access information from a range of print and digital resources (for example, 课文, 菜单, 宣传单, 图样, 地图, 课程表, 日历, 行程表, 天气预报) and summarise key points in order to inform others and organise activities, for example, 我们这个星期六去打球, 好吗? They engage with a range of imaginative texts. They use intonation and stress to engage audiences and participants. They translate everyday expressions (for example, 好久不见 or 不谢) and use context to assist with interpretation. They produce short informative and imaginative texts. Sentences include details of time (for example, 八点, 十二月二日, 星期五), place (for example, 在澳大利亚, 在墨尔本, 在家) and participants, for example, 我的朋友, 小明的哥哥. They use prepositions and possessive clauses, including 的. They use a range of verbs, including verbs of identification and existence (是), and some modal verbs (喜欢、会) to express interest or ability; they negate with 不 or 没. They use simple connectives such as 和 and conjunctions to connect ideas.</p> <p>Students explain the nature of tone-syllables, for example the role of tones in meaning making. They recognise the features of the Chinese writing system and apply their knowledge of the formation of characters in their own writing. They use Pinyin to transcribe spoken language. They identify how the relationships of participants and context affect interactions. They identify the features of familiar text types in Chinese and use these features to assist in interpreting meaning. They recognise that variations exist within the Chinese spoken and written language, and identify examples of this, particularly within their own community. They recognise and describe features of Chinese culture reflected in communication practices, and apply this knowledge to their own interactions with Chinese people.</p>