

F – 10 Sequence

Levels 7 and 8

Levels 9 and 10

Communicating	
Socialising	
Initiate and sustain interactions with peers and familiar adults to plan and arrange activities or social events in the context of the school or local community, and vary spoken language in response to the needs and demands of other participants	Exchange and elaborate on suggestions and opinions in spoken interactions related to planning and negotiating activities and events, adjusting spoken language for familiar and unfamiliar participants, purposes and contexts
Correspond with peers and other familiar participants to plan activities, and compare opinions on and attitudes towards different cultures	Sustain and extend written exchanges about places, future plans, and contemporary social issues and activities
Informing	
Analyse and summarise relevant information obtained from a range of spoken sources and convey this information to known audiences through a range of texts	Analyse, compare and present perspectives on topics of interest, identifying the different ways emotions, intentions and ideas are expressed
Locate, classify and organise relevant information, including analysing data in simple diagrams, tables and graphs, and re-present this information for known audiences	Collate and present different perspectives on a range of issues from different sources
Creating	
Engage with imaginative texts, observing how characters, emotions and attitudes are portrayed, express opinions about these aspects of an imagined experience and apply this knowledge in their own performances and texts	Engage with a range of performance-based imaginative texts, and respond by discussing attitudes portrayed, expressing opinions, explaining themes, discussing characters, and considering language use and cultural meanings, and apply this knowledge to create imaginative texts
Create written imaginative texts to describe experiences involving imagined people and places	Create written imaginative texts that express aspects of Chinese culture for different audiences and identify how some concepts can be readily translated between Chinese and English and some do not
Translating	
Translate texts for different audiences varying the language to explain key points for these different audiences	Translate a range of Chinese texts and identify how some concepts can be readily translated between Chinese and English and some do not
Create short bilingual texts on topics of personal interest and on key content from other learning areas and provide subtitles or commentary to assist meaning	Create bilingual texts, identifying similarities between Chinese and English syntax and vocabulary, and explaining how these similarities can be used when transferring culture- or context-specific ideas from Chinese into English
Reflecting	
Reflect on the cultural significance of how different groups and members of groups name themselves and are represented by others	Compare the experiences of young Australians with those of young people in Chinese-speaking communities, reflecting on how these diverse experiences affect individuals' identity, attitudes and beliefs
Understanding	
Systems of language	
Examine differences in sounds and tones, and patterns of sound flow in speech	Explain differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions
Interpret texts by inferring meaning from common character components or position of components, and analyse how reliable this method is in translating	Relate prior knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters
Identify and apply features of Chinese grammar and sentence structure to organise and sequence ideas in oral and written texts	Analyse and examine how effective authors control sentence structure and use language to engage their audience
Analyse how authors adjust features of different text types for different purposes and audiences	Compare the purposes, text structures and language features of traditional and contemporary texts
Language variation and change	
Investigate the extent and dynamic nature of Chinese language use locally and globally	Explain the dynamic nature of the Chinese language and how changes over time are influenced by local and global contexts and cultures
Explain how the Chinese language adapts to social and technological changes	Explain how language defines people's roles as outsiders or insiders in groups and cultures
The role of language and culture	
Compare and reflect on how cultural contexts influence the way language is used within and across communities	Analyse the ways in which language choices reflect cultural practices and values and how language is used to express familiarity and distance between participants in interactions
Achievement Standard	
<p>By the end of Level 8, students use spoken and written Chinese to sustain interactions in a range of social and personal contexts. They exchange ideas and opinions, for example, 你要去看电影吗? ; 我们可以六月份一起去. They summarise the main points of information about known content from a range of spoken and print sources (for example, 电视节目, podcast, 电话留言, 广告, 老师推荐的网站, 书籍, 图书馆目录, 游记), and convey the relevant information in a range of texts. Students respond to and create simple imaginative and informative texts. Sentences generally contain two or more ideas connected by cohesive devices (for example, 不但...而且...; 因为...所以...), as well as time expressions (for example, 先...再...), and tense markers such as 了、完 to sequence events and ideas. Students make comparisons (for example, 比; 跟...一样), and provide explanations or reasons for opinions or decisions, using phrases that order and link their ideas. They use reported speech to refer to the ideas of others, for example, 他们认为. They speak with attention to pronunciation, tone and phrasing, using intonation and pitch to add emotion or emphasis to their message. They demonstrate intercultural understanding by varying their language use for different audiences and purposes.</p> <p>Students describe the distinctive spoken and written language systems of Chinese using metalanguage. They know that character components can contribute to both sound and meaning of words and they understand how they can be combined to make different words, for example, 中国, 城, 中国城. They identify features of text types such as letters, emails, descriptions and narratives. Students identify how information is structured in Chinese texts, and understand the importance of cultural and contextual cues to correct interpretation of meaning. They explain how features of Chinese culture impact on communication practices, and reflect on their own interactions with Chinese-speaking people.</p>	<p>By the end of Level 10, students use spoken and written Chinese to sustain extended interactions with familiar and unfamiliar participants in a range of contexts (for example, interacting with Chinese-speaking students online; using Chinese to ask about items in a local Chinese grocery). Students use pinyin to transcribe spoken texts and use characters to create written texts. They identify key ideas and compare information from multiple sources (such as 新闻, 访谈, podcast, 纪录片) to develop and substantiate their own position on topics of personal interest or issues of broader significance. They exchange ideas and opinions, for example, 为什么学中文很重要? ; 澳大利亚的语言; 好用的手机app, 我不太同意你的说法, 因为...你觉得呢? ; 虽然你说得有道理, 但是... 所以我觉得... They speak with attention to pronunciation and tone. Students respond to and create a range of short informative and imaginative texts for a variety of audiences and purposes, for example, 什么是最健康的食物? 如果我...的话. They use a range of sentence structures and grammatical features to develop cohesion and coherence in these texts, including prepositional phrases to describe participants (for example, 我和 / 跟妈妈去买东西), and adverbs to express time, tense and frequency of events, for example, 总是, 还没有. They use conjunctions (for example, 虽然如此... , 尽管这样...但是...) and apply a range of stylistic devices such as rhetorical questions, quotes and 成语. They translate texts and produce bilingual texts, recognising that not all concepts can be readily translated Chinese and English. They engage with a range of imaginative texts, for example, 娱乐节目-小品, 合唱, 音乐录影, 流行歌曲比赛, 电视片, 电影.</p> <p>Students recognise how writers and speakers, including themselves, make deliberate choices when using language features and text structures. They recognise that language is dynamic and is influenced by time, place, setting, participants and contexts. When interacting with a range of texts they identify how audience and purpose shape their own and others' language choices and interpretation of these texts. They explain how features of Chinese culture and language shape their own and others' communication practices. Students reflect on how their own cultural experience impacts on interactions with Chinese speakers.</p>