

F – 10 Sequence

Levels 7 and 8

Levels 9 and 10

Communicating	
Socialising	
Interact and socialise with familiar groups and individuals, exchanging personal information such as sporting achievements, favourite pastimes, and sharing perspectives on aspects of contemporary life such as popular music	Interact and socialise with a range of participants, recognising alternative positions, ideas and perspectives relating to experience and lifestyle
Participate in planning joint projects and events that would benefit the local community, justifying choices and making decisions	Negotiate actions and contribute ideas, opinions and suggestions in interactions related to shared tasks and problem-solving, managing different views
Informing	
Collate and analyse information from a range of sources to develop a position on an issue	Investigate different interpretations of contemporary and historical events and people
Plan and convey key points of information and opinions based on information drawn from a range of sources	Develop and present a position on topical events and people by referring to a range of sources, and connect this position to the perspectives of others
Creating	
Express opinions about how popular imaginative texts, including poems and 故事, reveal important cultural values	Interpret representations of people and events encountered in contemporary and traditional Chinese performance
Create narratives that express the everyday experiences of young people, experimenting with dialogue	Create imaginative texts, drawing on and adapting representations of people and events encountered in traditional and contemporary Chinese literature, drama or song
Translating	
Translate short texts for different audiences, identifying what is lost in translation and considering alternative ways to explain key points	Participate in reading Chinese literature in original and in translation, and explain assumptions or implied meanings which inform how ideas have been translated from Chinese into English
Create bilingual texts relating to other learning areas and topics of interest, considering the influence of different roles, relationships, settings and situations when interpreting both Chinese and English	Create and adapt bilingual texts for different settings and audiences, identifying the contextual and cultural challenges
Reflecting	
Reflect on own intercultural experiences, and contrast ways in which people of different generations, genders and linguistic backgrounds use language and respond to different experiences	Reflect on how conventions of speech and particular Chinese cultural concepts can influence communication style when using both Chinese and English
Understanding	
Systems of language	
Identify changes in tone that occur when words or tones are combined, recognise atonality in rapid connected speech, and use this knowledge to aid in interpreting meaning	Explain the role that features of prosody such as intonation and stress play in interactions in various contexts
Use character and component knowledge to infer sound and meaning of new characters encountered in texts, and examine component form and function to associate the correct sound and meaning with individual characters	Infer possible sounds and meanings of unfamiliar characters encountered in a range of contexts by identifying and explaining the role of semantic and phonetic sides
Recognise ways of organising and expressing ideas in Chinese	Understand and apply complex grammatical structures and features to achieve particular effects, and explore grammatical features of classical Chinese
Identify structure and organisation of different texts, including expositions, procedural texts and recounts, and use these in their own speech and writing	Analyse and compose different types of texts for different purposes, using appropriate linguistic, textual and cultural elements
Language variation and change	
Understand how language is used to reflect different roles, relationships, settings and values and modify language use in diverse contexts	Explain how gender, social class and age affect language use in formal and informal contexts
Explore the significance of tradition in 名人名言 and 经典, and contemporary influences on language use	Explore ways to use traditional characters to enhance their own communication
The role of language and culture	
Explain how communicative practices are influenced by engagement with different languages and cultures	Explain how languages shape the communicative practices of individuals and groups, and identify ways to enhance understanding across cultures
Achievement Standard	
<p>By the end of Level 8, students use spoken and written Chinese to maintain exchanges, to analyse and evaluate information, and to share opinions (for example, 电视节目, 纪录片, 教育片, 微电影, 报纸, 杂志, 网站, 博客, 少年百科) and experiences, for example, 我们为什么要保护熊猫?, 中国和澳大利亚的一些差异, 我最喜欢的假期. They select and discern tone patterns and atonality. Students respond to and create a range of texts (for example, 流行歌曲演唱; 电视剧配音), showing an understanding of different audiences and purposes. Sentences generally contain two or more ideas connected by cohesive devices (for example, 不但...而且...) and use a range of time phrases (for example, 先...然后; 以前; 吃了饭, 就) to sequence events and ideas. Students make comparisons (for example, 比; 跟...一样), and elaborate on and explain their opinions or actions using conjunctions, for example, 所以、要不然. They use stylistic devices (including 比喻, 排比, 反问), and use 成语 to influence and persuade others. They move between English and Chinese to interpret and translate for different audiences.</p> <p>Students explain how changes in tone and tone combination impact on meaning. They describe culturally specific gestures and actions. They recognise diversity within the Chinese spoken and written language. They explain the differences in writing systems across languages. Students connect the distinctive features of Chinese grammar with the development of complex ideas, and explain how the structure of texts influences audience response. They explain how features of Chinese culture impact on communication practices and influence their own interactions with others across languages.</p>	<p>By the end of Level 10, students sustain extended exchanges with others (for example, 那个, 你知道的, 就是, 还有) and use Chinese to participate in shared activities, for example, 我为什么学汉语, 澳大利亚的多元文化, 年轻人的兴趣, 网络的好与坏, 你难道不觉得...如果...就...吗? 你的意思是说..., 如果是这样的话... They apply knowledge of rhythm, pitch, intonation, and voice projection, and move between traditional and simplified characters as appropriate to role, audience and purpose.</p> <p>Students interact with and create imaginative, persuasive and informative texts such as 自发采访, 本地电视节目, 访谈节目 and 偶像剧, 娱乐节目, 电影片断, 音乐录影, in a range of generic formats, making choices with regard to audience and purpose, for example, 澳大利亚土著人的艺术, 我看移民热, 现代女性的地位, 报刊杂志, 百科全书, 百度等搜索引擎. They use Chinese to maintain social relationships with and interact with a diverse range of people across a variety of situations and contexts, using common colloquial expressions. They construct sentences using a range of structures to incorporate information and ideas, including relative and attributive clauses, conditionality and indefinite pronouns. Students compare information and ideas, explain or justify perspectives, and relate events using conjunctions. They apply a range of stylistic devices to engage and influence audiences, for example, 夸张, 幽默.</p> <p>Students explain how the traditional and simplified forms of the Chinese writing system convey meaning, and how ideographic cues can be used to extend meaning. They analyse the key features of Chinese grammar and sentence structure, and compare language use across a range of contexts and modes. They explain how features of culture impact on communication practices across languages, and apply this knowledge to their own interactions with others.</p>