

7 – 10 Sequence

Levels 7 and 8

Levels 9 and 10

Communicating	
<b>Socialising</b>	
Interact with peers and familiar adults, exchanging opinions and feelings and establishing friendships	Interact with peers and others in familiar and unfamiliar contexts to exchange alternative ideas and perspectives, and to express preferences and opinions
Participate in planning individual and group action to contribute to school and local community, making choices from available options	Participate in planning and presenting a social or cultural event, negotiating options and solving problems
<b>Informing</b>	
Locate and organise key points of information from a range of familiar sources	Summarise and compare factual information about people, places and lifestyles drawn from a range of sources, including multimodal sources
Represent factual information related to other learning areas and on topics of interest in a range of texts and formats for different audiences	Develop and present a position on an issue based on information drawn from different perspectives and sources and provide advice and guidance
<b>Creating</b>	
Interact with and express opinions on a range of imaginative texts	Explore and express opinions on themes and emotions revealed in modified texts from classical and contemporary Chinese literature
Adapt events and characters from popular Chinese narratives for particular audiences and to create specific effects	Create narratives to describe experiences involving imagined people and places
<b>Translating</b>	
Translate short texts and identify words and phrases in Chinese that do not readily translate into English	Translate a range of simple Chinese texts and identify how some concepts can be mediated readily between Chinese and English and some cannot
Create simple bilingual texts for different audiences, considering the influence of different roles, relationships, settings and situations	Create texts in Chinese and English, explaining the linguistic and cultural challenges of achieving equivalence of meaning
<b>Reflecting</b>	
Reflect on personal responses and reactions during interactions in Chinese such as talking with a Chinese adult or interacting online with Chinese peers	Reflect on how conventions of speech and particular Chinese cultural concepts can influence communication style when using both English and Chinese
<b>Understanding</b>	
<b>Systems of language</b>	
Explain the phonological and tonal features of Chinese, including variations in tone, stress and phrasing in diverse settings	Compare features of speech of speakers from diverse regions to standard Chinese including pronunciation and prosody (for example, intonation and stress)
Identify features of individual characters and the form and function of components in individual characters and in related characters (for example, 心, 想, 情, 闷), and learn to relate components (部件) and sides (偏旁) to the meaning and sound of characters	Explore and apply the principles of character form and function, including knowledge of semantic and phonetic radicals, to predict associate sound and meaning of new characters encountered in texts
Explore features of the Chinese grammatical system	Organise and express complex ideas in Chinese, for example, analysing and comparing active and passive sentence constructions
Identify how information and ideas are organised in a range of genres, and compare the textual features of narratives in Chinese and English to determine features which are distinctive to Chinese	Analyse textual features of formal genres and apply these in their own speech and writing
<b>Language variation and change</b>	
Differentiate features and apply rules for expressing meanings in spoken and written modes in different contexts	Recognise how gender, social class and age impact on language use in formal and informal contexts
Explore the role of language in passing on cultural values and beliefs to younger generations and identify changes in language use over time	Explore the significance of tradition in 名人名言 and 经典 and examine contemporary influences on language use
<b>The role of language and culture</b>	
Discuss ways in which language choices indicate aspects of social position (such as class, gender and ethnicity) and inhibit or encourage others' involvement or sense of belonging	Explain how languages shape the communicative practices of individuals and groups and identify ways to enhance understanding across cultures
<b>Achievement Standard</b>	
<p>By the end of Level 8, students use spoken and written Chinese to sustain interactions in their personal and social worlds (for example, 你叫什么名字? 你多大了? 你住在哪个城市?, 不对, 我是说... and 老师, 我可以用电脑吗?), making appropriate language choices for different roles, relationships and situations, for example, 你的那个, 那个 assignment 做完了吗? They access and analyse information (for example, 排版结构, 表格, 图标) from a range of sources which include familiar characters and use this information for a range of purposes. Students interpret, translate and create a range of spoken, written and multimodal Chinese texts for imaginative, informative and persuasive purposes and for different audiences. Sentences generally contain two or more ideas connected by cohesive devices (for example, 如果...就...), and use a range of time phrases (for example, 然后; 就) to sequence events and ideas. Students make comparisons (比; 跟...—), and provide reasons to explain their opinions or actions, using conjunctions (因为、所以、因此).</p> <p>Students explain the diversity in speaking and writing systems across languages, including regional variations within Chinese, and how these differences impact on their own understanding and communicative practices. They identify familiar characters in their simplified and traditional forms, and explain the differences between standard Chinese and dialects that may be spoken in their family. Their written literacy is still developing and they produce longer and more complex texts through the use of digital resources than in handwriting. They describe how the distinctive features of Chinese grammar and texts can be used to achieve particular effects and purposes. They explain how ideas are mediated across languages and cultures in their local communities. They express their own understandings of the Chinese cultural values that influence their own communicative practices.</p>	<p>By the end of Level 10, students use spoken and written Chinese to initiate and sustain extended interactions with others in their social world and in the Chinese-speaking community, for example, 我的学校生活, 澳大利亚的运动, 我最喜欢的春节活动. They ask questions (for example, 你真的认为...吗? 请想一想...) and adapt language use for a range of contexts and roles. They identify and evaluate key points of information from different spoken, written and multimodal authentic sources and use this information to develop a position and to inform and convince others. They move between Chinese and English to create simple bilingual texts. Students interpret, interact with and create a range of texts for imaginative, informative and persuasive purposes and for different audiences. Sentences include a range of structures, including formal expressions to connect ideas, for example, 除此之外, 尽管这样, 因此, 无论...都... They also use relative and attributive clauses, conditionality and indefinite pronouns. Students compare information and ideas, and explain or justify opinions, for example, 有人说... 还有人认为... 所以...而且... 因此... They apply knowledge of metaphor and 成语 in their own writing.</p> <p>Students map characters against familiar sounds and apply their knowledge of character form and function to predict the meaning and sound of unfamiliar characters. They independently use digital resources to communicate with others, and utilise online and print dictionaries to assist in reading Chinese texts. They explain how the purpose and use of stylistic devices, textual features and language features change across contexts, genres and traditions. Students explain the cultural assumptions that influence participants' responses and identify ways in which understanding could be enhanced in communication. They reflect on the roles both Chinese and Australian cultures play in their own communicative practices and use these reflections to improve their Chinese language use.</p>