

Levels 7 and 8

Levels 9 and 10

Communicating	
<b>Socialising</b>	
Interact with peers and exchange opinions and preferences about new social and cultural experiences, adjusting tone, vocabulary and phrasing to influence others	Influence and engage others, debating ideas and opinions, selecting language, tone, culturally expected stylised gestures, pitch and pace for different audiences
Collaborate with peers to plan and organise multicultural projects and events that would benefit their school and local community	Plan and negotiate actions to contribute to their local and global community, and suggest alternatives when planning and negotiating
<b>Informing</b>	
Interpret the stated and implied meanings in authentic informative texts, and use evidence to support or challenge different perspectives	Identify and analyse the effects of how information is organised in authentic texts, and apply this knowledge to create purposeful texts that persuade and inform
Use and analyse a range of sources written in simplified and traditional script to identify relevant information, and use this information to create purposeful public information texts	Evaluate the utility and reliability of sources when accessing information, and use this knowledge to present a point of view for different audiences
<b>Creating</b>	
Compare how contemporary Chinese media and literature represent the notion of 'being Chinese' or 'being other', and use this knowledge to present a point of view for an identified audience	Recognise and explain differing viewpoints on the world, cultures, individuals and issues as represented in major forms of literature such as 散文, 小品, 小说, and use this knowledge to create analytical and imaginative responses for identified audiences
Plan, rehearse and deliver presentations of classical Chinese literature and famous speeches and discuss how cultural values can be transferred	Compare performance features of major forms of classical literature, such as in 诗, 词, making thematic and intertextual connections
Use particular language features such as dialogue and imagery in short stories, literary essays and plays to create own imaginative representations of experience	Create imaginative texts experimenting with genre, textual features and stylistic devices
<b>Translating</b>	
Identify challenges in and techniques for mediating between Chinese and English	Interpret culture-specific concepts
Create bilingual information texts for speakers of Chinese and English in Australia, recognising 'code-switching' and how specific vocabulary and terminology from other learning areas can be translated in different settings, such as for an expert or beginner audience	Create bilingual texts for a range of audiences, contexts and purposes
<b>Reflecting</b>	
Reflect on adjustments they and others make in their everyday language use, and connect these adjustments to aspects of experience, culture and roles in Australian society	Reflect on the language choices they make when expressing their points of view to others and connect these choices to their identities in Chinese and Australian communities
<b>Understanding</b>	
<b>Systems of language</b>	
Discuss features of Chinese phonology and compare their own pronunciation with that of other speakers of Chinese	Compare features of prosody across languages and explore how they contribute to expression of meaning
Identify and explain the differences between traditional and simplified characters, inferring meaning and sound of unfamiliar characters from knowledge of components and positions	Identify and explain how Chinese orthography enables access to technical and unusual vocabulary, including specialised abstract nouns, and a wider range of texts, using orthographic knowledge to identify characters related to topics studied in other learning areas, such as chemical elements (periodic table) and mathematical terms
Apply understanding of word morphology and vocabulary choices to interpret and convey meaning	Compare the nature of word formation, including subtle forms of adjectives such as 特有的 and 明朗, in the development of new words in Chinese and English, and evaluate their effectiveness in conveying new concepts
Compare how grammatical features such as tense and passive voice are constructed in English and Chinese, and identify distinctive features of Chinese grammar, for example, in tense marking (了、过), possession, plurality	Analyse and experiment with the use and effect of figurative and evaluative expressions, colloquial forms, and other language features in texts
Compare writing styles between Chinese authors to identify and explore the purposes and features of text structure and organisation of ideas	Discuss key stylistic features of different text types, including classical literature
<b>Language variation and change</b>	
Explore assumptions and challenges for language use in new environments, identifying and comparing ways in which sensitive topics are introduced and discussed across languages, for example, comparing the Chinese custom of asking direct questions about age, income and other personal matters with the contexts in which these questions are asked in English	Explain how changes in context impact on how language is adapted to convey meaning within and across languages
Analyse features of classical literature in their original and contemporary forms, and apply features of 文言文 and 古文 in their own language use, identifying rules of intonation in classical poems and the impact of these rules on modern poetry	Research the phenomenon of language change in Chinese-speaking communities and monitor language use in a range of contemporary contexts
Identify the features of persuasive language and analyse its use in advertising	Analyse the language of different media and examine the ways in which media use language to persuade and influence others
<b>The role of language and culture</b>	
Analyse the use of language across genders and generations, within and across language communities	Analyse and discuss the ways in which language is used to position authors, readers and participants in texts
<b>Achievement Standard</b>	
By the end of Level 8, students sustain oral and written interactions with known audiences, making appropriate adjustments to language use for different audiences, contexts and purposes. They access and analyse a range of authentic spoken, written and multimodal sources to support and present ideas and opinions. Students respond to and create spoken, written and multimodal imaginative texts in a range of genres. They translate informative texts from Chinese into English and vice versa for particular audiences. Students reflect on adjustments they make to language use for different audiences. Students apply knowledge of grammatical and text structures and vocabulary choices to achieve effective communication. They identify the main ideas conveyed in texts related to other learning areas or presented in age-appropriate imaginative texts or media. They begin to see texts as existing within a cultural context, and begin to make comparisons between the values and practices encountered in classical Chinese texts and those encountered in their local communities. They demonstrate awareness that texts reflect the cultural background and values of the author and are open to diverse interpretations.	By the end of Level 10, students sustain extended interactions with diverse individuals and groups, selecting spoken and written language for precision and for effect on participants. Students collate and evaluate a range of spoken, written and multimodal sources to convey different perspectives to different audiences. They select and organise ideas, adapting language, style, register and textual features to mediate these ideas for a range of audiences who speak Chinese or English or both. They respond to authentic texts and create a range of persuasive, informative and imaginative texts. Students apply features of prosody in their own speech. They apply understanding of character components and morphemes to their own writing. They reflect on their own experiences of interacting across diverse linguistic and cultural contexts, and display a capability to move readily between languages and cultures. Students have metalinguistic awareness across their two languages, including explicitly considering similarities and differences in the structure and framing of both languages. They are aware of the choices they make in terms of how they present themselves and their ideas to audiences who speak either language. They analyse how language features and devices are used to achieve different purposes. Students explain how language and languages vary with time and according to situation and context. They identify evidence showing how texts reflect the cultural background and values of the author and different perspectives.