

## F-10 Australian Curriculum: Languages – Chinese Second Language Learner Pathway – Foundation to Year 10 Sequence

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	Oral – Interacting, participating and taking action	Participate in class routines, structured conversations and activities using teacher-modelled tones and rhythms	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	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
		Written – Interacting, participating and taking action	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	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

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.	Oral – Obtaining, processing and using information	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	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
		Written – Obtaining, processing and using information	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	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

<b>Communicating</b>							
<b>Using language for communicative purposes in interpreting, creating and exchanging meaning</b>							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
<b>Creating</b>	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.	Oral – Participating in, responding to and creating imaginative experience	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	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
		Written– Participating in responding to and creating imaginative experience	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	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

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Translating	Moving between languages and cultures orally and in writing, and explaining how meaning works.	Translating/interpreting	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	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
		Creating own Chinese translations	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	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	Reflecting on intercultural language use and how language and culture shape identity.	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	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

**Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.**

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including sound, writing, grammar and text.	Phonology	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	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
		Orthography	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	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
		Syntax	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	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
		Text	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	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

### Understanding

**Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.**

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place	Variations in language	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	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
		Changes in language	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	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
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.	Language choices	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	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

**F-10 Australian Curriculum: Languages – Chinese Second Language Learner pathway – Year 7 – 10 (Year 7 Entry) Sequence**

<b>Communicating</b>				
<b>Using language for communicative purposes in interpreting, creating and exchanging meaning</b>				
<b>Sub Strand</b>	<b>Description</b>	<b>Thread</b>	<b>Years 7 and 8</b>	<b>Years 9 and 10</b>
<b>Socialising</b>	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.	Oral – Interacting, participating and taking action	Exchange feelings, ideas and opinions, establish and maintain friendships and participate in group action	Interact and socialise with known and unknown participants in familiar contexts to plan and arrange events, and exchange feelings, opinions and preferences
		Written – Interacting, participating and taking action	Correspond and collaborate with peers, relating aspects of their daily experiences and arranging sporting and leisure activities	Correspond with peers and teacher, exchanging ideas, negotiating decisions and inviting others to participate in collective action
<b>Informing</b>	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.	Oral – Obtaining, processing and using information	Locate and share with known audiences factual information about people, places and events from a range of oral texts	Locate and compare perspectives on people, places and lifestyles in different communities, from a range of spoken information texts, and convey this information to others
		Written – Obtaining, processing and using information	Locate factual information about life in other communities and about aspects of Australian life, including data from graphs and tables, and convey this information to known audiences	Locate and organise information on topics of interest from a range of written sources to develop a position, and convey this position to a familiar audience in a range of texts

Communicating				
Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Creating	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	Oral – Participating in, responding to and creating imaginative experience	Express opinions about imagined characters and events seen and heard in contemporary media and performances, and create own portrayals of characters using gesture, action, stress, and modelled phrases	Respond to imaginative texts by stating how themes such as relationships, image and acceptance are portrayed, and create own performances to express ideas on personal experiences of these themes
		Written– Participating in responding to and creating imaginative experience	Respond to simple narratives and create short texts about imagined characters and events	Respond to and create or adapt simple narratives that describe experiences and characters from folk tales or popular fiction
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.	Translating/interpreting	Translate simple texts from Chinese to English and vice versa, identifying words and phrases in Chinese that do not readily translate into English, using contextual cues, action and gesture to assist translation	Translate simple modified Chinese texts and familiar interactions in different contexts, identifying alternative ways to interpret meaning
		Creating own Chinese translations	Interpret common colloquial phrases and culturally specific practices from Chinese contexts into Australian contexts and vice versa, identifying contextual restraints and considering alternatives	Mediate descriptions of Chinese and Australian life, identifying what experiences and ideas are not readily translated between cultures

Communicating				
Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.	Reflecting	Reflect on personal experiences and observations of using and learning Chinese language in familiar contexts, and use these reflections to improve communication	Reflect on the reactions and experiences of participants (including their own) in interactions and observe how languages is adapted to communicate effectively in unfamiliar contexts

<b>Understanding</b>				
<b>Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.</b>				
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
<b>Systems of language</b>	Understanding the language system, including sound, writing, grammar and text.	Phonology	Recognise the tone-syllable nature of the spoken language, discriminate use of tones, rhythm, and sound flow in interactions, and use Pinyin to support learning the spoken language	Discern differences in patterns of sound and tone in extended Chinese speech when listening to speakers of different age, gender, and regional background
		Orthography	Identify how character structure, position and component sequences relate the form of a character to its particular sound and meaning	Relate prior knowledge of character form and function to infer information about sound and meaning of unfamiliar characters
		Syntax	Identify and use the characteristics of Chinese word order and explain the use of Chinese-specific grammatical features	Analyse functions of grammatical rules and use language appropriate to different forms of oral and written communication
		Text	Identify the characteristics of familiar text types, noting particular textual features distinctive to Chinese	Compare the purposes, text structures and language features of traditional and contemporary Chinese texts
<b>Language variation and change</b>	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place	Variations in language	Recognise diversity in Chinese language use within different communities and regions, such as dialects, and local languages and character systems	Explore the development of Chinese as an international language and as a lingua franca in Chinese communities
		Changes in language	Identify traditional phrases and contemporary terms in everyday language use and the role of technology in changing the way people communicate	Explore the role of tradition in contemporary language use and how languages change over time

Understanding				
Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.				
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Role of Language and Change	Analysing and understanding the role of language and culture in the exchange of meaning.	Language choices	Discuss how language choices reflect cultural practices, including clarifying roles and relationships between participants in interactions	Reflect on how language and culture both shape and reflect each other

## F-10 Australian Curriculum: Languages – Chinese Background Language Learner Pathway – Foundation to Year 10 Sequence

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.	Interacting	Initiate interactions, make requests and establish relationships with teachers and peers	Interact and socialise with peers and teachers to exchange thoughts and feelings about home routines, leisure activities and community events	Interact and socialise with peers and known adults, exchanging ideas and opinions about personal experiences and social activities	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
		Participating and taking action	Collaborate with others in group activities and contribute to learning activities	Collaborate in and make decisions about group activities and learning experiences in familiar contexts	Take action, resolve issues, make shared decisions and organise shared experiences	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

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.	Obtaining and processing information	Locate information about people and objects from a range of sources, and sequence events	Gather and organise factual information from familiar sources about countries and places	Locate and compare factual information from different sources about different communities and lifestyles	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
		Conveying information	Convey simple information to peers using illustrations and gestures to support meaning, and respond to questions from others	Convey key points of information to familiar audiences	Plan and present key points of information to familiar audiences	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	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music	Participating in and responding to imaginative experiences	Participate in and respond to performances and shared reading of children's stories, songs and rhymes with a focus on rhythm, gesture and stress	Respond to simple fables and legends through discussion of characters and events	Respond to popular stories and characters from Chinese folklore, sharing opinions on aspects of the storyline, characters and themes	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

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		Creating imaginative experiences	Create own representations of imagined people or events using illustrations and actions	Create short personal narratives and performances of poetry, song, dance or drama which reflect the culture and traditions of the Chinese community	Create short narratives to express the experiences, thoughts and emotions of individuals in imagined contexts	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	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.	Translating/interpreting	Explain the English meanings of Chinese words and simple phrases heard or seen in everyday social contexts	Identify common spoken Chinese expressions and discuss examples of actions, words and phrases that do not readily translate into English	Identify and account for the potential loss of subtle meanings from character components and individual characters in compounds when translating into English	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
		Creating bilingual texts	Create simple bilingual vocabulary lists identifying and comparing vowel and consonant sounds in Chinese and English	Translate simple English texts into Chinese and vice versa, using strategies for building vocabulary and interpreting intended meaning of	Create simple bilingual texts for different audiences, explaining features of the different versions and the impact of	Create bilingual texts relating to other learning areas and topics of interest, considering the influence of different roles, relationships,	Create and adapt bilingual texts for different settings and audiences, identifying the contextual and cultural challenges

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
				words in English and Chinese	context	settings and situations when interpreting both Chinese and English	
<b>Reflecting</b>	Participating in intercultural exchange, questioning reactions and assumptions, and considering how interaction shapes communication and identity.	Reflecting	Reflect on aspects of their Chinese identity and personal relationships with others	Reflect on their reactions and responses to others when participating in learning and cultural experiences in Chinese and Australian contexts	Reflect on the benefits of learning Chinese and English in both Chinese and English interactions	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							
Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including sound, writing, grammar and text.	Phonology	Recognise the four tones and their function in Chinese, and compare consonant and vowel sounds in Chinese and English	Recognise the tonal features of Chinese in own speech, and understand when and why some tones are not expressed in some contexts and how syllables are decoded from and encoded into Pinyin	Recognise the use of tone, intonation and stress of words to express emotion, opinion and attitude	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
		Orthography	Recognise that characters are the written representation of spoken Chinese and the morphological nature of Chinese words	Identify the form, composition and spacing within characters, relating components and their positions to their meaning and sound	Recognise the contextual meanings of individual syllables or characters to assist comprehension and vocabulary development, and explain the form and function of components in individual characters, for example, 心, 想, 情, 闷	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

### Understanding

#### Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		Syntax	Recognise parts of speech and understand basic rules of word order in simple sentences	Develop ways to structure sentences in Chinese to elaborate own ideas	Understand and use basic structures and features of Chinese grammar to enhance meaning and clarity of expression	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
		Text structure and organisation	Recognise features of various familiar text types in Chinese	Recognise similarities and differences in the structure of spoken and written texts that have the same purpose	Recognise and apply conventions of personal texts and compare textual features of different texts	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	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place	Variations in language	Recognise diversity in expressions and gestures used in everyday social interaction across cultures	Recognise how the context of interactions influences language choices	Differentiate key features and apply rules for expressing meanings in spoken and written modes in diverse contexts	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

### Understanding

**Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.**

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		Changes in language use	Recognise Chinese as a major community language in Australia and around the world, and understand that language use varies according to cultural background	Explore diversity in dialects and in contexts in which Chinese is used in Australian communities	Explore the impact of English on everyday communication in Chinese and the impact of Chinese on English	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
<b>Role of language and culture</b>	Analysing and understanding the role of language and culture in the exchange of meaning	Language choices	Recognise differences and similarities in communication across cultures, such as greetings, names and gestures	Explore how the Chinese language represents cultural meanings in specific ways	Explore particular cultural meanings conveyed in everyday interactions across languages	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

**F-10 Australian Curriculum: Languages – Chinese Background Learner Pathway - Years 7 to 10 (Year 7 Entry) Sequence**

<b>Communicating</b>				
<b>Using language for communicative purposes in interpreting, creating and exchanging meaning</b>				
<b>Sub Strand</b>	<b>Description</b>	<b>Thread</b>	<b>Years 7 and 8</b>	<b>Years 9 and 10</b>
<b>Socialising</b>	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.	Interacting	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
		Participating and taking action	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>	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.	Obtaining, processing information	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
		Conveying information	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

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<b>Sub Strand</b>	<b>Description</b>	<b>Thread</b>	<b>Years 7 and 8</b>	<b>Years 9 and 10</b>
<b>Creating</b>	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	Participating and responding to imaginative experience	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
		Creating imaginative experiences	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>	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.	Translating/interpreting	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
		Creating bilingual texts	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

Communicating				
Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.	Reflecting	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

Understanding				
Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.				
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including sound, writing, grammar and text.	Phonology	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)
		Orthography	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
		Syntax	Explore features of the Chinese grammatical system	Organise and express complex ideas in Chinese, for example, analysing and comparing active and passive sentence constructions
		Text structure and organisation	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

Understanding				
Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.				
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place	Variations in language	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
		Changes in language use	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
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.	Language choices	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

**F-10- Australian Curriculum: Languages – Chinese First Language Learner Pathway - Years 7 to 10 (Year 7 Entry) Sequence**

<b>Communicating</b>				
<b>Using language for communicative purposes in interpreting, creating and exchanging meaning</b>				
<b>Sub Strand</b>	<b>Description</b>	<b>Thread</b>	<b>Years 7 and 8</b>	<b>Years 9 and 10</b>
<b>Socialising</b>	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.	Interacting	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
		Participating and taking action	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>	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.	Obtaining, processing information	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
		Conveying information	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>Communicating</b>				
<b>Using language for communicative purposes in interpreting, creating and exchanging meaning</b>				
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
<b>Creating</b>	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	Responding to contemporary texts	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
		Responding to traditional texts	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
		Expressing imaginative experience	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>	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.	Oral Responding to translation	Identify challenges in and techniques for mediating between Chinese and English	Interpret culture-specific concepts
		Creating bilingual texts	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

**Communicating**

**Using language for communicative purposes in interpreting, creating and exchanging meaning**

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
<b>Reflecting</b>	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.	Reflecting on the intercultural and the interpersonal	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

### Understanding

#### Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
<b>Systems of language</b>	Understanding the language system, including sound, writing, grammar and text.	Phonology	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
		Orthography	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
		Morphology	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
		Syntax	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
		Text structure and organisation	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

### Understanding

#### Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place	Variations in language	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
		Changes in language	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
		Power of language	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
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.	Language choices	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