LANGUAGES

CONTENT

RATIONALE

The Western Australian Curriculum: Languages enables all students to communicate proficiently in a language other than English by providing students with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

In the Western Australian Curriculum, the Languages learning area comprises six subjects: Chinese: Second Language, French: Second Language, German: Second Language, Indonesian: Second Language, Italian: Second Language and Japanese: Second Language.

Language learning broadens students' horizons to include the personal, social, and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries means that people in all spheres of life have to be able to negotiate experiences and meanings across languages and cultures. It has also brought the realisation that, despite its status as a world language, a capability only in English is not sufficient, and a bilingual or plurilingual capability is the norm in most parts of the world.

The Western Australian Curriculum: Languages operates from the fundamental principle that for all students, learning to communicate in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world. The curriculum builds upon students' intercultural understanding and sense of identity as they are encouraged to explore and recognise their own linguistic, social, and cultural practices and identities as well as those associated with speakers of the language being learnt.

AIMS

The Western Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure that students:

- communicate in the target language

- extend their literacy repertoires

- understand language, culture, learning and their relationship, and thereby develop an intercultural capability in communication

- develop understanding of and respect for diversity and difference, and an openness to different experiences and perspectives

- develop an understanding of how culture shapes worldviews and extend their understanding of themselves, their own heritage, values, culture and identity

- strengthen their intellectual, analytical and reflective capabilities, and enhance their creative and critical thinking skills

- understand themselves as communicators.

ORGANISATION

CONTENT STRUCTURE

The Languages learning area comprises six subjects: Chinese: Second Language, French: Second Language, German: Second Language, Indonesian: Second Language, Italian: Second Language and Japanese: Second Language.

The Languages curriculum is written on the basis that schools provide a Languages program, in at least one language, from Pre-primary to Year 10. However, where schools do not have a Languages program in place, the Authority requires schools to teach a minimum of one language, commencing with Year 3 in 2018 (Year 4 in 2019, Year 5 in 2020, Year 6 in 2021, Year 7 in 2022, Year 8 in 2023).

In Years 9 and 10 the study of Languages is optional.

Each of the six Languages subjects is organised into two interrelated strands: Communicating and Understanding. Together, these strands reflect three important aspects of language learning: performance of communication, analysing various aspects of language and culture involved in communication and understanding oneself as a communicator.

Within each strand, a set of sub-strands has been identified, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each strand will differ for different languages and for different stages of learning.

COMMUNICATING

The Communicating strand focuses on students learning to use the target language to interpret, create and exchange meaning and to use the language to communicate in different contexts. It involves learning to use the target language for a variety of purposes.

- *Socialising*

The content focuses on interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.

- *Informing*

The content develops skills to obtain, process, interpret and convey information through a range of oral, written and multimodal texts; developing and applying knowledge.

- *Creating*

The content focuses on students engaging with imaginative experience by participating in, responding to and creating a range of texts such as stories, songs, drama and music.

- *Translating*

The content focuses on developing the skills to move between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.

- *Reflecting*

The content focuses on providing opportunities for students to participate in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.

The Communicating strand involves various combinations of listening, speaking, reading, and writing skills:

  ◦ interacting and interpreting meaning (spoken and written reception)

◦ interacting and creating meaning (spoken and written production)

and incorporates diverse text types and task types.

UNDERSTANDING

The Understanding strand focuses on students analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

- *Systems of language*

The content focuses on students developing the understanding of language as a system, including sound, writing, grammatical and textual conventions.

- *Language variation and change*

The content focuses on students developing the understanding of how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.

- *The role of language and culture*

The content focuses on students analysing and understanding the role of language and culture in the exchange of meaning.

YEAR LEVEL DESCRIPTIONS

Year level descriptions provide an overview of the key concepts addressed, along with core content being studied at that year level. They also emphasise the interrelated nature of the two strands and the expectation that planning will involve integration of content from across the strands.

CONTENT DESCRIPTIONS

Content descriptions set out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn. They do not prescribe approaches to teaching. The core content has been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

Additional content descriptions are available for teachers to incorporate in their teaching programs. Schools will determine the inclusion of additional content, taking into account learning area time allocation and school priorities.

The additional content will not be reflected in the Achievement Standard.

ACHIEVEMENT STANDARDS

From Pre-primary to Year 10, achievement standards indicate the quality of learning that students should typically demonstrate by a particular point in their schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required at the next level of achievement.

GLOSSARY

A glossary is provided to support a common understanding of the key terms and concepts included in the core content.

STUDENT DIVERSITY

The School Curriculum and Standards Authority is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Western Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Western Australian Curriculum: Languages. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Western Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Western Australia and to personalise their learning.

STUDENTS WITH DISABILITY

The Disability Discrimination Act 1992 and the Disability Standards for Education 2005 require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases, curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Western Australian Curriculum: Languages. Teachers can draw from content at different levels along the Pre-primary – Year 10 sequence. Teachers can also use the general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

Teachers may also need to consider adjustments to assessment of students with disability to ensure student achievement and demonstration of learning is appropriately measured.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

Students for whom English is an additional language or dialect (EAL/D) enter Western Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. While many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there are a significant number of students who are not literate in their first language, and have had little or no formal schooling.

The Western Australian Curriculum: Languages is founded on contemporary understandings of language acquisition, where development and learning all the languages students experience in their socialisation and education form part of students' distinctive linguistic and cultural repertoires. These are variously developed by both the experience of schooling and broader social community experience. These repertoires are an integral part of students' identities and what they bring to the learning of additional languages as part of the languages learning area within the school curriculum.

While the Western Australian Curriculum: Languages primarily addresses the learning of languages, this learning cannot be separated from the development of students' more general communicative repertoires. It is through such a relational and holistic approach to languages education that students develop their capabilities in knowing and using multiple languages. Students extend their communicative and conceptual development, learning and identity formation.

In various kinds of bilingual programs, students are afforded an opportunity to learn through the medium of English and another language (students' first or additional language). These programs are of particular value in ensuring students continue to develop at least two languages that are of value to them. They are of value to both their conceptual development and learning and to their identity formation.

Aboriginal and Torres Strait Islander communities recognise the importance of literacy to their children. They support literacy education programs that are founded on establishing literacy in their children's first language. These are the Aboriginal and Torres Strait Islander languages their communities use. Literacy in English is regarded as concomitant on first establishing students' literacy in their first language. Although most bilingual programs in Aboriginal and Torres Strait Islander languages are designed to help students' transition into learning in English, their fundamental value is in the development of bilingual literacy. Strengthening the bilingual literacy of Aboriginal and Torres Strait Islander students can significantly contribute to improving their overall academic achievement and success.

While the aims of the Western Australian Curriculum: Languages are the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require additional time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings.

GIFTED AND TALENTED STUDENTS

Teachers can use the Western Australian Curriculum: Languages flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich students' learning by providing them with opportunities to work with learning area content in more depth or breadth (e.g. using the additional content descriptions); emphasising specific aspects of the general capabilities learning continua (e.g. the higher order cognitive skills of the critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later year levels in the Western Australian Curriculum: Languages and/or from local, state and territory teaching and learning materials.

WAYS OF TEACHING

LANGUAGES

In Languages students communicate proficiently in a language other than English, develop essential communication skills in that language, an intercultural capability and an understanding of the role of language and culture in human communication, as well as a capability for reflection on language use and language learning. The Languages curriculum is delivered through six subjects: Chinese, French, German, Indonesian, Italian and Japanese, for second language learners. Each subject is organised into two interrelated strands: Communicating and Understanding. Within each strand is a set of sub-strands that reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts.

THROUGH LEARNING A LANGUAGE STUDENTS ACQUIRE:

| Communication skills in the languages being taught | An intercultural capability and understanding of the role of languages and culture in communication | A capability for reflection on language use and language learning |

| Chinese: Second language | French: Second language | German: Second language | Indonesian: Second language | Italian: Second language | Japanese: Second language |

TEACHING / LEARNING PROGRAM

COMMUNICATING

Socialising
Informing
Creating
Translating
Reflecting

UNDERSTANDING

Systems of language
Language variation and change
Role of language and culture

| CLASSROOM INSTRUCTIONS & STUDENT RESPONSES & INTERACTIONS IN THE TARGET LANGUAGE | CREATING, ANALYSING & PERFORMING A RANGE OF IMAGINATIVE TEXTS | INTERACTING WITH SPEAKERS OF THE TARGET LANGUAGE & CONNECTING WITH THEIR WORLD | ANALYSING TRANSLATING & LOCATING INFORMATION IN AUTHENTIC TEXTS | INTEGRATING INFORMATION & COMMUNICATIONS TECHNOLOGY TO ENHANCE LEARNING | INTERCULTURAL LANGUAGE LEARNING |

LEARNING EXPERIENCES

ASSESSMENT PRACTICES

WAYS OF TEACHING IN THE LANGUAGES

The 'ways of teaching' aim to support teachers with planning for curriculum delivery across the years of school, with the teaching in each year extending learning in previous years.

The 'ways of teaching' complement the principles of teaching and learning in the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/). The principles focus on the provision of a school and class environment that is intellectually, socially and physically supportive of learning. The principles assist whole-school planning and individual classroom practice.

The Languages learning area is made up of six distinct subjects: Chinese: Second Language, French: Second Language, German: Second Language, Indonesian: Second Language, Italian: Second Language and Japanese: Second Language. The content is presented through two interrelated strands Communicating and Understanding. The Communicating strand focuses on students learning to use the target language to interpret, create and exchange meaning and to use the language to communicate in different contexts while the Understanding strand on students analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Through learning a language students learn to effectively communicate in the second language they are learning, develop an intercultural capability and understanding of the role of language and culture in communication and reflect on their language use and language learning.

LANGUAGES

In Languages students learn to communicate across the five sub strands of Socialising, Informing, Creating, Translating and Reflecting. Students analyse and develop their understanding of language and culture through the three sub strands of Systems of the target language, Language variation and change and the Role of language and culture. The sub strands are designed to be taught in an integrated way with the aim that they enrich the capability of the students to become successful intercultural communicators. The strands and sub strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each strand will differ for different languages and for different stages of learning.

To support students' learning, teachers should develop teaching and learning programs in Languages to ensure that:

- the prior knowledge of students is identified to establish a starting point for learning

- in the early years, planning includes child-initiated, self-directed and play based activities

- the sub strands within the Communicating and Understanding strands are incorporated and integrated to ensure rich learning experiences

- opportunities are provided for students to communicate in the target language and to reflect on their communication and language learning experiences

- the target language is used as a means of instruction to build the students' skills in comprehending spoken language.

To engage students in Languages, teachers typically create learning experiences which:

- draw on students' personal interests, real-life experiences, or use stimulus materials to create meaningful linkages to the places where the target language is spoken

- use a wide range of authentic texts that are in the target language such as websites, tickets, films, advertisements and children's picture books

- involve students in the performance, analysis and creation of a range of creative and imaginative texts such as poems, plays, songs and stories

- involve students in learning outside the classroom through exposure to authentic experiences and the facilitation of connection points with the local and wider community

- provide opportunities for students to communicate with first language speakers of the language they are learning through written, digital or spoken communication

- use new and emerging technologies to engage students in their language learning and to facilitate communication between first language speakers of the target language

- include current and/or recent events, issues or 'hot topics' that are relevant to young people in the country/countries where the target language is spoken.

Figure 1 is a visual representation of ways of teaching Languages.

For information on how to collect evidence to inform planning for ongoing learning experiences in Languages, refer to 'Ways of Assessing'.

WAYS OF ASSESSING IN THE LANGUAGES

The 'ways of assessing' complement 'ways of teaching' and aim to support teachers in developing effective assessment practices in the Languages.

The 'ways of assessing' also complement the principles of assessment contained in the *Western Australian Curriculum and Assessment Outline.* The assessment principles, reflective questions and assessment snapshots support teachers in reflecting on their own assessment practice in relation to each of the assessment principles. Here teachers will find:

- background information for each principle

- reflective questions

- guidance for addressing the principle within their own assessment practice.

Refer to the *Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au) for further guidance on assessment principles, practices and phases of schooling.

The key to selecting the most appropriate assessment is in the answers to several reflective questions. For example:

- How do you use assessment as the starting point of your lesson planning?

- Do your assessments have a clear purpose?

- Do you design assessment tasks in a way that meets the dual purposes of formative and summative assessment?

- How do you use your observations of students (during the course of classroom activities, in assignments and in tests) to determine how learning can be improved?

- How do you identify students' misconceptions or gaps in their learning?

- How do you identify the next skill or understanding a student, or group of students, needs to learn?

- What information do you collect to evaluate your own teaching?

- How do you work with colleagues to evaluate student achievement data and how does this work inform your teaching?

- What range of evidence do you draw on when you report student performance and evaluate your teaching?

In the Languages, the two strands Communicating and Understanding are interrelated and inform and support each other. When developing assessment tasks, teachers provide students with opportunities to communicate in the language that they are learning and to demonstrate their understanding of the language needed for effective and interculturally appropriate communication. Assessment tasks typically address the syllabus content in interconnected ways within relevant, meaningful contexts to students. As students demonstrate their learning in different ways, teachers use ongoing assessment processes that include a diverse array of assessment strategies.

Refer to the *Judging Standards tool in the Western Australian Curriculum and Assessment Outline* (http://k10outline.scsa.wa.edu.au/home/judging-standards) when reporting against the Achievement Standards; giving assessment feedback; or explaining the differences between one student's achievement and another's.

The following table provides examples of assessment strategies which can enable teachers to understand where students are in their learning. Assessments should also be based on the integration of a range of types and sources of evidence.

Examples of assessment strategies	Examples of sources of evidence
Observation	Ongoing and first-hand observations of student learning, their responses, comprehension, pronunciation, use and understanding of a range of vocabulary and grammar documented by the teacher through the use of anecdotal notes, checklists, photographs, videos or audio recordings. Observation may take the following form: • participation in group and whole class activities such as jigsaw, gallery walks, flyswat, shared book reading or play-based learning • following instructions in the target language for a craft activity, sport, game or cooking • developing and performing in a role play • question and answer sessions • over the shoulder marking of student work.
Group activities	Cooperative activities that provide opportunities for individual and peer-learning. During group work, teachers should stop at key points to check individual student understanding.
Short responses	Short responses to tasks may take the following form: • drawing diagrams, maps, sketches or graphs • translating text from one language to another • cloze activities, multiple choice questions or jumbled sentences • participating in games such as: sentence relay, hangman, anagrams, drawing a word/ phrase, acting out a word/phrase, asking questions to guess a character • short oral responses naming objects or images • colouring or circling an image to demonstrate comprehension of spoken text • reading for information in a written text • listening for information in a spoken text • writing a blog post, shopping list, diary entry, poem, postcard, song lyrics, menu, recipe, invitation, message, speech bubbles or comic strip • giving short oral descriptions of a stimulus picture.

Extended responses	Extended responses to tasks are longer answers that may take the following form:
	• response to a statement or question such as an email, blog post, letter, diary entry, article, short story, account or personal profile
	• response to an experience such as a film review, restaurant review, or report on an excursion
	• response to information and or data such as newspaper articles, artefacts, blog or table of statistics.
Practical and authentic tasks	The demonstration of learning through practical authentic or simulated activities may take the following form:
	• following instructions to perform a traditional or modern dance
	• cooking food and selling it at a food stall
	• setting up and running a class café
	• contributing to a class blog
	• purchasing or exchanging items from a stall
	• creating an itinerary or schedule for a class trip or excursion
	• conversing with speakers of the target language through the Internet.
Performances or oral presentations	The demonstration of learning in practical performances or presentations, interviews, role play, speeches, simulations, debates and performances may take the following form:
	• conducting an interviewing and being interviewed
	• performing a song or acting in a play
	• performing a story telling, puppet show, poetry recital, radio program, weather report
	• participating in a debate
	• delivering a speech
	• participating in a simulation activity such as asking and following directions, purchasing items from a stall
	• participating in shared, sustained conversation.
Visual representations	The demonstration of learning through making connections, showing relationships and concept mapping of student knowledge through visual representations may take the following form:
	• displaying information on Venn diagrams, maps, posters, graphs, tables, concept maps, timelines, brochures and charts
	• creating digital presentations with slides, animation or video
	• creating a comic strip or story board
	• translating information from written text into a timeline or concept map.

Portfolios	Collections of student work that provide long-term documentation of student progress and achievement may take the following form: • video and audio recordings of student work • written samples of work such as a student diary, journal of a class mascot, record of class rules/routines, labelled drawings of favourite characters from stories.

GENERAL CAPABILITIES

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work in the 21st century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Languages. The general capabilities are not assessed unless they are identified within the content.

LITERACY

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

In the Languages, learners of all languages are afforded opportunities for overall literacy development; strengthening literacy-related capabilities that are transferable across the language being learnt, their first language and English. For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include:

- developing an ability to decode and encode from sound to written systems
- mastering of grammatical, orthographic and textual conventions
- developing semantic, pragmatic and critical literacy skills.

NUMERACY

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

In the Languages, learners of all languages are afforded opportunities to develop, use and understand patterns, order and relationships, to reinforce concepts, such as number, time and space, in their own and in others' cultural and linguistic systems.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) CAPABILITY

Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas; solve problems; and work collaboratively in all learning areas at school and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them; adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Each Languages subject is enhanced through the use of information and communication technology; accessing live language environments and texts via digital media contributes to the development of information technology capabilities as well as linguistic and cultural knowledge.

CRITICAL AND CREATIVE THINKING

Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to reflect broadly and deeply using skills, behaviours

and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

In the Languages, as students learn to interact with people from diverse backgrounds and as they explore and reflect critically, they learn to notice, connect, compare, and analyse aspects of the language and culture. As a result, they develop critical thinking skills as well as analytical and problem-solving skills.

PERSONAL AND SOCIAL CAPABILITY

Students develop personal and social capability as they learn to understand themselves and others, manage their relationships, lives, work and learning more effectively. The personal and social capability involves students in a range of practices including recognising and regulating emotions; developing empathy for, and understanding of others; establishing positive relationships; making responsible decisions; working effectively in teams; and handling challenging situations constructively.

This involves understanding and empathising, which are important elements of social and intercultural competence. Being open-minded and recognising that people view and experience the world in different ways and learning to interact in a collaborative and respectful manner are key elements of personal and social competence.

In the Languages, learning to interact in a collaborative and respectful manner, being open-minded and recognising that people view and experience the world in different ways are key elements of personal and social competence. Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations; essential aspects of learning another language.

ETHICAL UNDERSTANDING

Across the Western Australian Curriculum, students develop ethical understanding as they identify and investigate ethical concepts, values, character traits and principles and understand how reasoning can assist ethical judgement. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

In the Languages, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Opportunities are provided to monitor and to adjust their own ethical points of view.

INTERCULTURAL UNDERSTANDING

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

In the Languages, development of intercultural understanding is a central aim, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language(s) culture(s) to their learning that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability. By learning a new language students are able to notice, compare and reflect on things previously taken for granted; to explore their own linguistic, social and cultural

practices as well as those associated with the new language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning a new language does not require forsaking the first language. It is an enriching and cumulative process, which broadens the students' communicative repertoire, providing additional resources for interpreting and making meaning. Students come to realise that interactions between different people through the use of different languages also involves interactions between the different kinds of knowledge, understanding and values that are articulated through language(s) and culture(s). They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they say or do.

CROSS-CURRICULUM PRIORITIES

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Languages. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

Across the Western Australian Curriculum: Languages, the Aboriginal and Torres Strait Islander histories and cultures priority provides opportunities for students to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. Students will understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse. The knowledge and understanding gained through this priority will enhance the ability of young people to participate positively in the ongoing development of Australia.

In the curriculum students are provided with opportunities to develop an understanding of concepts related to the linguistic landscape of Australia and to the concepts of language and culture in general and make intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages.

ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA

Across the Western Australian Curriculum: Languages, students are able to learn the languages of the Asian region, learning to communicate and interact in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Asian cultures.

In all the languages, the priority of Asia and Australia's engagement with Asia provides opportunities for students to develop an appreciation for the place of Australia within the Asian region. They learn how Australia is situated within the Asian region, how our national linguistic and cultural identity is continuously evolving both locally, regionally and within an international context. The curriculum also provides students with opportunities to engage with a range of texts and concepts related to:

- Asia and Australia's engagement with Asia
- the languages and cultures of Asia
- people of Asian heritage who reside in Australia.

SUSTAINABILITY

Across the Western Australian Curriculum: Languages, the sustainability priority allows students to develop knowledge, skills and understanding about sustainability within particular cultural contexts. This is crucial in the context of national and international concerns about, for example, climate change, food shortages, and alternative ways of caring for land and agriculture, social and political change, conservation and how language and culture evolve. Through developing a capability to interact with others, negotiating meaning and mutual understanding respectfully and reflecting on communication, students learn to live and work in ways that are both productive and sustainable.

GLOSSARY

For the purposes of the Languages syllabuses, the following definitions will apply

Accent
A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation.

Accent marks
Marks placed on a letter to indicate pronunciation, stress or intonation, or to indicate a different meaning or different grammatical usage for the word within which they appear. For example, *résumé, piñata, ou/où*.

Accuracy
Production of structurally correct forms of the target language.

Adjective
A word that modifies or describes a noun or pronoun. For example, *astonishing* in *an astonishing discovery.*

Adverb
A word class that may modify or qualify a verb, an adjective or another adverb. For example, *beautifully* in *she sings beautifully*; *really* in *he is really interesting*; *very* and *slowly* in *she walks very slowly.*

Adverbial
A word or group of words that functions as an adverb.

Alliteration
A recurrence of the same consonant sounds at the beginning of words in close succession (for example, ripe, red raspberry).

Audience
Intended readers, listeners or viewers.

Authentic (texts/materials)
Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.

Author
A composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

Bilingualism
An ability to use two or more languages.

Biography
A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.

Character components
Individual elements of a written Chinese or Japanese character which have a separate linguistic identity.

Characters
(i) graphic symbols used in writing in some languages
(ii) assumed roles in dramatic performance

Clause
A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.

Code-switching
A use of more than one language in a single utterance. For example, *Papa, can you buy me a panini, please?* A common feature of bilingual and multilingual language use.

Cognates
Similar or identical words which have shared origins. For example, *father* (English), *Vater* (German) and *pater* (Latin) have a shared origin. *Gratitude* (English) and *gratitud* (Spanish) are both derived from *gratitudo* (Latin).

Cohesion
Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example, *study/laze about*, *ugly/beautiful*), repetition (for example, *work, work, work – that's all we do!*) and collocation (for example, *friend* and *pal* in, *My friend did me a big favour last week. She's been a real pal*.)

Collocation
Words that typically occur in close association and in particular sequence. For example, *salt and pepper* rather than *pepper and salt* and *ladies* and *gentlemen* rather than *gentlemen* and *ladies*.

Communicating
Communicating involves using language for communicative purposes in interpreting, creating and exchanging meaning.

Communication
A mutual and reciprocal exchange of meaning.

Communicative competence
An acquired capability to understand and interact in context using the target language (TL). Defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.

Complex sentence
A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: *I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.*

Complexity
A degree to which language use is complex as opposed to simple. Elements of language complexity include:

Composing
A process of producing written, spoken, graphic, visual or multi-modal texts. It also includes applying knowledge and control of language forms, features and structures required to complete the task.

Compound sentence
A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as *or, and, but.* In the following examples, the main clauses are indicated by square brackets: *[Alice came home this morning] [but she didn't stay long]. [Kim is an actor], [Pat is a teacher], [and Sam is an architect].*

Comprehension strategies

Strategies and processes used by listeners, readers and viewers of text to understand and make meaning. These include:

- making hypotheses based on illustrations or text layout
- drawing on language knowledge and experience (for example, gender forms)
- listening for intonation or expression cues
- interpreting grapho-phonic, semantic and syntactic cues.

Comprehension/comprehending

An active process of making/constructing/deciphering meaning of language input through listening, reading, viewing, touching (as in braille) and combinations of these modes. It involves different elements: decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, text–processing strategies and capabilities; for example, inferencing or applying knowledge of text types and social and cultural resources.

Concrete language

A language used to refer to the perceptible and material world and to particular persons, places and objects. For example, *school*, *girl*; as opposed to *abstract language,* used to refer to ideas or concepts removed from the material world such as *peace, kindness, beauty.*

Conjunction

A part of speech that signals relationships between people, things, events, ideas. For example, *Sophie and her mother might come and visit, or they might stay at home*. The conjunction and links the two participants, while or links alternative options.

Content

A subject matter used as a vehicle for language learning.

Context

An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

Convention

An accepted language or communicative practice that has developed and become established over time. For example, use of punctuation or directionality.

Create

Develop and/or produce spoken, written or multimodal texts in print or digital forms.

Creating

Creating involves engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.

Cues

Sources of information used to facilitate comprehension of language that may be visual, grammatical, gestural or contextual.

Culture

In earlier models of language teaching and learning, *culture* was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experience
- make assumptions about self and others
- understand and represent individual and community identity.

Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

De-centre

A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour.

Decode

A process of working out the meaning of a text. Decoding strategies involve readers/listeners/viewers drawing on contextual, lexical, alphabetic, grammatical and phonic knowledge to decipher meaning. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error and to self-correct.

Dialect

A variant of a language that is characteristic of a region or social group.

Diaspora

A scattered population with a common origin in a smaller geographical area.

Digital media

Various platforms via which people communicate electronically.

Digital texts

Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

Digraph

Two letters that represent a single sound:

- vowel digraphs have two vowels (for example, 'oo', 'ea')
- consonant digraphs have two consonants (for example, 'sh', 'th')

Dipthongs

Two vowel sounds pronounced in a single syllable with the individual vowel sounds distinguished. (For example, *hour*)

Directionality

A direction in which writing/script occurs, for example, from left to right, right to left.

Encode

A process of changing spoken language into symbols of written/digital language.

Enunciation
A clear and distinct pronunciation of language.

Face
A 'socio-dynamic' term which concerns self-delineated worth that comes from knowing one's status. Relates to concepts such as reputation, self-respect, honour and prestige. A key element of social relations in Chinese, Japanese and many other cultures.

Filler
A sound or word used in spoken conversation to signal a pause, hesitation or unfinished contribution. For example, *I went to the station...er... then I caught a train...* Frequent use of fillers characterises early stages of second language (L2) development, but proficient speakers and first language (L1) speakers also use them as an opportunity to reflect or recast.

Fluency
An ability to produce spoken or written language with appropriate phrasing, rhythm and pace. It involves the smooth flow of language, lack of hesitation or undue pausing and characterises the largely accurate use and automatisation of the target language.

Form-focused learning activities
Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features. For example, drills, rehearsed role plays/dialogues, games and songs, set sequences of language patterns.

Formulaic language
Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example, *Once upon a time* (story-starter)*; G'day, how are you going?* (greeting in Australian English).

Framing
A way in which elements of text are arranged to create a specific interpretation of the whole.

Genre
A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.
The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.

Grapho-phonic knowledge
Knowledge of how letters in printed language relate to the sounds of the language and of how symbols (letters, characters) represent spoken language.

Homophone
A word identical in pronunciation with another but different in meaning (for example, *bare* and *bear, air* and *heir*).

Honorific
A grammatical form, typically a word or affix that has at least part of its meaning the relative social status of the speaker in relation to the addressee, other participant or context. Parts of speech which signify respect, politeness and emphasize social distance or status.

Identity
A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Second language learners' experience with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.

Idiomatic expressions
A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, *I am over the moon*, *on thin ice, a fish out of water, fed up to the back teeth*).

Imaginative texts
Their primary purpose is to entertain through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children including picture books and multimodal texts such as film.

Infinitive
A base form of a verb.

Informative texts
Their primary purpose is to provide information. They include texts that are culturally important in society and are valued for their informative content, as a store of knowledge and for their value as part of everyday life. These texts include explanations and descriptions of natural phenomena, recounts of events, instructions and directions, rules and laws and news bulletins.

Informing
Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.

Input
Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.

Intensifiers
Words that are usually used with adjectives to emphasise their meaning and are expressed by means of an adverb (for example, *very interesting, awfully boring*)

Intercultural capability
An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to decentre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

Intercultural language teaching and learning
An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).

Interpret

In the context of L2 learning, *interpret* refers to two distinct processes:
- the act of translation from one language to another
- the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others

Intonation

A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation, for example, to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.

Language

A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.

Language is described and employed:
- **as code** – comprising systems, rules, a fixed body of knowledge; for example, grammar and vocabulary, sound and writing systems
- **as social practice** – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways
- **as cultural and intercultural practice** – means by which communities construct and express their experience, values, beliefs and aspirations
- **as cognitive process** – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured

Language comprehension

A process of interpreting meaning from spoken, written, tactile and multimodal representations of language.

Language features

Features of language that support meaning; for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.

Language functions

Varied ways in which language is used to achieve particular purposes; for example, to persuade, to entertain, to apologise, to argue and/or to compliment.

Language patterns

Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.

Language specificity

Distinguishing features of a particular language. These include lexico-grammatical and textual features, writing system(s), phonetic systems, and cultural elements which influence language use such as:
- politeness or kinship protocols
- the nature of language communities which use the language
- the historical and/or current relationship of a language with education in Australia
- features of its 'learnability' in terms of teaching and learning in the context of Australian schooling.

Language systems/systems of Language
Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.

Systems of language relates to understanding language as a system, including sound, writing, grammatical and textual conventions.

Language variation and change
Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.

Learning trajectory
A conceptualised developmental sequence of learning**,** including learning goals, learning activities, knowledge and skills to be developed at progressive levels.

Lexical cohesion
A use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related, such as by class and subclass.

Literacy resources
Individual resources and capabilities which learners bring to their learning experience; these include text knowledge, grammatical and vocabulary knowledge, knowledge of phonetic and writing systems. They also include critical, reflective and intercultural capabilities that support new literacy experience in a different language.

Macro skills
Four major language skills of listening, speaking, reading and writing.

Media texts
Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.

Mediate
To move between different linguistic and cultural systems, referencing own first language(s)/culture(s) while learning to use and to understand those of the target language. This movement involves:
- noticing, interpreting, responding sensitively and flexibly
- conveying culturally-shaped ideas, values, experience to others
- exploring how ideas and experiences are represented and conveyed in different languages and cultures
- considering similarities, overlaps, collisions and adjustments
- developing the capacity to communicate and represent different perspectives and interpretations.

Mediating operates in two distinctive ways:
- in practices such as interpreting and translating, with attention to what can happen in these processes in terms of 'losing' or 'gaining' meaning
- as the element of the learning experience, which involves noticing, responding, comparing and explaining differences in expression and perspective.

Medium
Resources used in the production and transmission of texts, including tools and materials used (for example, digital text and the computer, writing and the pen or the keyboard).

Metalanguage
A vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms such as *sentence, clause, conjunction*; or about the social and cultural nature of language, such as *face, reciprocating, register*.)

Mnemonic
Memorising information by use of an aid such as a pattern, rhyme, acronym, visual image.

Modal verb
A verb attached to another verb to express a degree of probability (for example, *I might come home*) or a degree of obligation (for example, *You must give it to me, You are to leave now*).

Mode
Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

Morpheme
The smallest meaningful unit in the grammar of a language. Morphemes are not necessarily the same as either words or syllables. The word *cat* has one morpheme while the word *cats* has two morphemes: *cat* for the animal and *s* to indicate that there is more than one. Similarly, *like* has one morpheme while *dislike* has two: *like* to describe appreciation and *dis* to indicate the opposite. The process of identifying morphemes assists comprehension, vocabulary building and spelling.

Morphology
Principles of word formation and inflection, especially with respect to constituent morphemes.

Multimodal text
A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

Narrative
A story of events or experiences, real or imagined.

Narrative devices
Techniques used to help in the narrating of a story or reported event. For example, imagery, metaphor, allusion.

Noun
A part of speech that includes all words denoting physical objects such as *man, woman, boy, girl, car, window*. These are *concrete nouns*. *Abstract nouns* express intangibles, such as *democracy, courage, success, idea.*

Oracy
An ability to express oneself in and to understand spoken language; it includes oral and aural proficiency.

Orthography
Writing words with correct letters or characters according to common usage.

Paralanguage
Additional elements of spoken communication which are integrated with vocal (voice) and verbal (words) elements, and contribute significantly to communication and meaning-making. For example, voice quality, volume and pacing, facial expressions, gestures, posture and body movement.

Pedagogy
A combination of conceptual knowledge, practical skills and reflective capabilities which constitute the 'art and science' of teaching.

Performance
A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.

Persuasive texts
Their primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. They include advertising, debates, arguments, discussions, polemics and influential essays and articles.

Phoneme
The smallest meaningful unit in the sound system of a language. For example, the word *is* has two phonemes: /i/ and /s/; *ship* has three phonemes: /sh/, /i/, /p/. A phoneme usually has several manifestations dependent on varying phonological contexts. For example, the *p* in *pin* and *spin* differs slightly in pronunciation but is regarded as being the same phoneme; that is, as having the same functional meaning within each word.

Phonics
A relationship between letters or characters and the sounds they make when pronounced. L2 learning involves developing phonic awareness and proficiency.

Phonological awareness
Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.

Pragmatics
A study of how context affects communication; for example, in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.

Prediction
An informed presumption about something that might happen. Predicting at text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at sentence level includes identifying what word is likely to come next in a sentence.

Prefix
A meaningful element (morpheme) added before the main part of a word to change its meaning. For example, unhappy.

Preposition
A part of speech that precede a noun, phrase or pronoun, thereby describing relationships in a sentence in respect to:
- space/direction (*below*, *in*, *on*, *to*, *under* – for example, *she sat on the table*).
- time (*after*, *before*, *since* – for example, *I will go to the beach after lunch*).
- those that do not relate to space or time (*of*, *besides*, *except*, *despite* – for example, *he ate all the beans except the purple ones*)

Prepositions usually combine with a noun group or phrase to form a prepositional phrase. For example, *in the office*, *besides these two articles*.

Productive language use
One of the two aspects of communication through language (see *receptive language*) involving the ability to express, articulate and produce utterances or texts in the target language.

Pronoun
A part of speech that refers to nouns, or substituting for them, within and across sentences. For example, *Ahmad chose a chocolate cake*. **He** *ate* **it that** *evening* (where *he* and *it are* personal pronouns; and *that* is a demonstrative pronoun).

Pronunciation
A manner in which a syllable is uttered.

Purposeful learning
Learning which results from authentic language experiences that involve real purpose and achievable outcomes.

Question
A commonly employed prompt to elicit language use. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:
- **closed questions** are questions for which there are predictable answers, for example, *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinized interactions. They are frequently used to scaffold early language development.
- **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners, for example, *How do you feel about that? What do you think might happen next?* They are used as a stimulus for discussion, reflection and investigation.

Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.

Read
Process visual or tactile symbols (for example, braille), words or actions in order to derive and/or construct meaning. Reading includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts.

Receptive language
One of the two components of communication through language (see *productive language*): the 'receiving' aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes.

Reciprocating
An integrating element of intercultural communication that involves movement and relationship, interpreting and creating meaning, and understanding the process of doing so. It involves not only the exchange of words but also an exchange of understanding between the people involved. It comes into play when the learner 'self' encounters and interacts with the 'other' (the target language speaker, the target language itself as text or experience); when the existing language code and cultural frame encounters a different code and frame. This experience impacts on the learner's perspective and sense of identity and on their usual ways of communicating. Reciprocating involves conscious attention to the process: attention to the self (*intraculturality*) and to the likely impact of the self on the other person involved (*interculturality).* Things previously taken for granted are noticed in reference to new or different ways. Key elements of reciprocating include conscious attention, comparison, reflection and analysis:
- recognition that both partners in an exchange are involved in the 'effort of meaning'
- willingness to work out what the other person means, the cultural and social context they are speaking from and the perspectives, which frame what they are saying
- making necessary adjustments to own and each other's input, orientation and stance that will help the exchange to be successful.

Reflecting
Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.

Register
A variety of language used for a particular purpose or in a particular situation, the variation being defined by *use* as well as *user.* For example, informal register or academic register.

Role of language and culture
Analysing and understanding the role of language and culture in the exchange of meaning.

Romanisation
A transcription from a differently scripted language, such as Chinese *Pinyin* or Japanese *Romaji*, into the Latin alphabet.

Root of a word
A word/word element that cannot be reduced to a smaller unit and from which other words are formed. For example, plant in replanting.

Scaffolding
Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, to probe existing conceptions or to cue noticing and reflecting.

Scanning
A text processing strategy adopted to search for specific words, ideas or information in a text without reading every word. For example, looking for a word in the dictionary or a name in a phone directory. Scanning involves moving the eyes quickly down the text looking for specific words and phrases to gain a quick overall impression/to get the gist.

Script
A writing system in which characters or symbols represent components of language (letters, syllables, words).

Semantic knowledge
Knowledge gained at a meaning rather than a decoding level. This involves understanding the relationship between signifiers (words, phrases, symbols, signs) and the meanings they represent. Semantic information is supported through reference to prior knowledge, cultural connotations and contextual considerations.

Skimming
A text processing strategy aimed at gaining information quickly without focusing on every word.

Socialising
Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.

Speak
Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

Stereotype
A widely held but fixed and oversimplified image or idea of a particular type of person or thing

Stress
An emphasis in pronunciation that is placed on a particular syllable of a word; for example, *she will con**duct** the orchestra; her **con**duct is exemplary.*

Suffix
A meaningful element added after the root of a word to change its meaning (for example, to show its tense: –*ed* in *passed*. Common suffixes in English include *–ing; –ed; ness; –less; –able*).

Synchronous
Occurring or existing at the same time.

Syntax
An ordering of sentence elements such as words, group/phrases and clauses. In some education settings, the terms *syntax* and *grammar* are used interchangeably.

Talk
Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

Task
An integrated experience and use of language, set in a context, accomplishing a purpose, focused on meaning. A task provides an organising structure and context for meaning-focused language learning. Unlike form-focused language activities and exercises, task-based learning involves the achievement of a goal or authentic outcome. Learners draw from existing language resources and seek out unfamiliar resources as needed to complete the task. Scaffolding is provided by the teacher via the task cycle, which includes form-focused teaching. Examples of tasks: researching an issue, sharing ideas and then categorising and presenting results; planning and having a picnic; designing and publishing an online newsletter.

Text
An identified stretch of language, used as a means for communication or the focus of learning and investigation. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media.

Text processing strategies
Strategies learners use to decode and understand text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring comprehension, identifying and correcting errors, reading on and re-reading.

Text structure
Ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.

Text types (genres)
Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ. For example, texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts. For example, a business letter in French will be more elaborate than a similar text in English; a request or an offer of hospitality will be expressed differently in Japanese or in German.

Textual features/textual conventions
Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (*see language features).*

Tone
A use of pitch and contour in spoken language to nuance words and, in some languages, to distinguish lexical or grammatical meaning. In Chinese, for example, the tones are distinguished by their pitch range (register), duration and contour (shape). All Chinese syllables have a set tone, which distinguishes it and its meaning from another syllable. However, in certain environments tones can change or be modified, while in rapid spoken Chinese a great many unstressed syllables carry no tone at all.

Translation
A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.

Translating
Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.

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

Verb
A part of speech which expresses existence, action, state or occurrence. For example*, they **watch** football; she **is** exhausted; the day finally **came**.*
auxiliary verb – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition. For example, *they **will** go, I **did** eat lunch, she **might** fail the exam.*

Word borrowing
A practice of incorporating words from one language into another. For example, the use of Italian words such as *pianissimo, cannelloni* in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.

LANGUAGES CHINESE: SECOND LANGUAGE PRE-PRIMARY TO YEAR 6 SCOPE AND SEQUENCE

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communicating							
Socialising	Interact orally with the teacher and peers, using learnt sounds, verbal and non-verbal responses and listen to and engage with teacher-modelled tones and rhythms in class routines, structured conversations and activities to exchange greetings such as 早, 你好, 王老师, 再见 Introduce and share simple information about themselves and their family members, for example, 你叫什么名字？;我叫 Anna；我五岁；这是我爸爸；我爸爸叫 Respond to teacher talk and instructions, for example, 站起来 and 请坐	Interact orally with the teacher and peers, using learnt sounds, formulaic phrases and verbal and non-verbal responses to talk about themselves, the members of their family, their favourite things and their pets, for example, 你家有几个/口人？;我家有四个/口人, 我有爸爸、妈妈和哥哥；我喜欢蓝色;我有一只狗 Express gratitude and apologies, for example, 不用谢/不客气；谢谢, 对不起;没关系	Interact orally with the teacher and peers, using simple modelled language and gestures to exchange information about themselves, the members of their family, their classmates and friends, for example, 我有弟弟，你呢？;我爱我的妈妈;她叫 Anna;我的朋友叫 Simon；她七岁;他喜欢黑色和绿色；他有两只兔子 Follow simple instructions including, 排队;请坐;合上书不要说话	Interact and socialise orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, interests and leisure activities, for example, 你好，我八岁；我叫 James ；我住在珀斯；我哥哥喜欢踢足球；你住在哪里？ Follow the teacher's instructions to participate in learning activities and in classroom routines, for example, 注意听，请安静，听一听，说一说	Interact and socialise orally with the teacher and peers, using correct tones, modelled questions and responses to exchange information about aspects of their personal worlds, including their daily routines at home and school, for example, **我八点上学；星期日我打网球** Contribute to class activities by asking for and giving permission, apologising and excusing, for example, 我可以···吗？；可以, 对不起；raising hand and using phrases such as 老师，我不懂 to request assistance in learning activities	Participate in oral interactions with the teacher and peers, experimenting with simple modelled descriptive and expressive language to exchange information about their home and places in their local community, for example, 我的房间很大；我喜欢看书 我的花园很漂亮；我星期六去图书馆 Seek permission from the teacher or peers to participate in activities or be excused, for example, 我可以去厕所吗？；我可以去喝水吗？	Participate in oral interactions with others, using simple modelled descriptive and expressive language, to exchange information and relate experiences about planning and organising future social activities and events, for example, a birthday party, a shopping trip or a visit from a sister school Respond to the teacher's questions with actions or answers, for example, answering the question 做完了吗？
	Interact with simple written texts found in familiar settings such as signs and labels, recognising and discussing examples of	Interact with simple written texts, recognising and copying high-frequency characters relating to members of their family,	Interact with simple written texts, including labelling images, copying characters from a provided list and sorting familiar and	Exchange simple correspondence in writing by adapting teacher-modelled language and using word lists such as	Exchange simple correspondence in writing with teachers and peers, using formulaic expressions and language to report	Exchange written correspondence to present personal information and aspects of personal experience that relate to their	Participate in guided written tasks to plan future events or activities, organise displays, develop projects or budget for a

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	common Chinese characters, for example, 八, 我, 爸爸	their favourite things and their pets, for example, 妈妈，爸爸，哥哥，妹妹, 我爱我的猫	common Chinese characters according to their formation	expressing good wishes, sending simple notes and messages, for example, 生日快乐；母亲节快乐	on their daily routines at home and at school, for example, 你几点睡觉？	home and places in their local community, through photo-stories, emails and text messages, for example, 我的卧室很小。卧室里有，有一张白色的书桌，一把黑色的椅子和一张蓝色的床。	shared event through emails, descriptions of a place, invitations, publicity fliers or photo-stories
Informing	Locate information in simple scaffolded models of spoken and visual texts related to their personal worlds Recognise and practise tone, actions and gestures that support meaning and/or convey information	Locate key words and information in simple texts such as video clips, games and songs and convey information in simple scaffolded models of spoken and visual texts related to their personal worlds	Identify and convey key points of information using learnt key words and phrases to complete guided tasks in a range of simple spoken and visual texts related to their personal worlds	Locate and convey specific points of information from familiar simple spoken and visual texts and convey this information using learnt phrases and words related to their personal worlds	Locate and convey factual information from familiar types of spoken and visual texts related to their personal and social worlds	Gather and compare information and supporting details from a range of spoken and visual texts related to their personal and social worlds	Gather, classify, compare and respond to information and supporting details from a range of spoken and visual texts related to their personal and social worlds
	Locate factual information about their personal worlds in written texts and convey information using pictures, labels, familiar words, simple statements and contextual cues	Locate factual information about their personal worlds in written texts and convey information using pictures, labels, captions, familiar words, characters and modelled language	Locate factual information about their personal worlds in written texts and convey information using modelled language, visual and contextual cues	Locate factual information in familiar written texts related to their personal and social worlds, by recognising textual features and using other visual cues and report this information using learnt characters	Locate factual information, key words or familiar characters in written texts related to their personal and social worlds and use this information to inform others using learnt words, phrases and characters	Locate and convey key points in written informative texts, related to their personal and social worlds, summarising the points to report to known audiences using learnt words, phrases and characters	Locate and convey key information in a range of written and digital informative texts related to their personal and social worlds using learnt words, phrases and characters
Creating	Respond orally to simple Chinese songs and rhymes, reproducing rhythm and playing with sound patterns and non-verbal forms of expression	Engage orally with simple Chinese songs, poems and rhymes, reproducing rhythm and sound patterns and respond by creating their own simple Chinese songs, poems	Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements orally	Respond to and create simple imaginative oral texts such as puppet plays, for example, *The 12 Chinese zodiac signs* 《十二生肖的故事》, 《饥饿的毛毛虫》, or	Create and present their own representations of familiar songs, poems or stories such as 《小星星》，《找朋友》or 《恭喜恭喜》, poems and stories《春晓》, for different audiences,	Share responses to characters in short imaginative texts such as popular songs, stories, television programs or music videos and create simple spoken imaginative texts	Share and compare responses and express personal opinions to characters, events and ideas in a variety of short imaginative texts, identify cultural elements and create

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		and rhymes to convey ideas related to their personal worlds	about characters or themes	song and dance shows, that use gestures and other movements, familiar expressions and modelled language	using voice, rhythm and appropriate gesture and action		simple spoken imaginative texts
	Participate in the shared reading of books and idiom stories, retelling these stories using images, illustrations, labels and captions	Participate in the shared reading and retelling of imaginative short written texts for well-known Chinese stories such as *Tadpoles Looking For Their Mama* 《小蝌蚪找妈妈》, or *Pony Crossed the River* 《小马过河》 and respond to the texts by captioning or labelling images and copying characters	Create short written imaginative texts using simple characters from charts and word lists, labels, captions and short sentences to describe characters or key events in planning a story	Create short written imaginative texts such as storyboards and cartoons, using simple characters and modelled short sentences that follow the basic subject-verb-object structure	Create short written imaginative texts such as storyboards and cartoons, using simple characters and short sentences that follow the basic subject-verb-object structure	Create written imaginative texts, sequencing events, using scaffolded models of texts, learnt characters or word lists for support	Create or reinterpret for different audiences, written imaginative texts, describing characters, plotting a storyline, using images for effect and sequencing events
Translating	Share with others familiar Chinese words, phrases, sounds and gestures, noticing that they may have similar or different meanings in English or other known languages	Match characters to the meanings and sounds of familiar words, noticing that meanings are similar or different in English or other known languages	Identify equivalent or similar Chinese words, expressions or phrases for familiar objects or terms in English, to develop vocabulary	Explain the meanings of high-frequency words and phrases, using gestures, actions and facial expressions	Translate the meanings of important everyday words using contextual cues Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions	Translate from Chinese to English and vice versa, simple texts used for everyday purposes, noticing which words and phrases do not readily translate and require interpretation or explanation Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts	Translate and interpret simple texts, identifying actions, words and phrases that do not readily translate into English and expand descriptions or give examples where necessary to assist meaning Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reflecting	Begin to notice how using Chinese feels and sounds different from their own language(s) such as use of voice to show courtesy, expression of disagreement, or smiling so as not to offend	Notice ways of talking in Chinese that appear different to their own ways and aspects of Chinese culture that are different when speaking in Chinese such as behaviour, voice or body language	Notice aspects of Chinese language and culture that are 'new' or 'interesting' Observe how relationships influence language use and their own identity	Talk about their own experiences of learning and using Chinese and explore their own sense of identity, including elements such as family, cultural heritage, friends and interests and ways of using language with different people	Describe how aspects of their own identity are reflected in their various group and community memberships	Compare ways of communicating in Australian and Chinese-speaking contexts and identify ways in which culture influences language use	Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments
Understanding							
Systems of language	Notice *Pinyin* as the spelled-out sounds of spoken Chinese Notice the tonal nature of spoken Chinese and use gestures to enhance the differentiation of tones Recognise Chinese characters as a form of writing that is different from other forms of written expression, for example, the Roman alphabet	Recognise that *Pinyin* has tones and reproduce the four tones, but not always with accuracy Associate *Pinyin* with relevant characters taught Recognise how the tones can change the meaning of words, for example, 妈 *mā* and 马 *mǎ* Recognise that each Chinese character has meaning, for example, 鱼 (fish), 鸟 (bird), 姐 (elder sister) Copy or trace characters with attention to stroke order and direction Notice the formation 上下、左右、内外、独体字 and spacing of	Understand that *Pinyin* has tones and reproduce the tones with increasing accuracy Explain the use of *Pinyin* as a learning tool to reflect the sound of Chinese spoken language Identify characters that make up words such as 老/鼠 (lǎo/shǔ) Understand that words such as 熊猫 (xióng māo) have two characters, with each character having a meaning and that sometimes there may be one, two or more characters to form one word	Recognise the components of *Pinyin* (consonant, vowel, tones) Recognise *Pinyin* sounds associated with individual letters and syllables, differentiating, for example, *chī, piě, qù, cān* and *hé* from English sounds for such letters and syllables Reproduce key Chinese characters from familiar contexts exploring character construction, including counting the number of strokes and following general rules of stroke order	Understand the components of *Pinyin* such as the different combinations of consonant and vowel/vowels Recognise and reproduce familiar or simple *Pinyin* but not always with correct tone marks Explore Chinese characters from familiar contexts using stroke types and sequences, component forms and their arrangement	Recognise and discriminate between homonyms in Chinese, for example, shì- 是 and 室, relying on contextual cues to assist understanding Recognise that some *Pinyin* with different tones change the meaning of the word shì 是 and shí 十 Understand that the meaning of spoken language can be changed by using different tones Recognise the features of the Chinese writing system, identifying how character structure, position and component sequences relate the form of a character to	Use *Pinyin* to record the sound of phrases or sentences with greater accuracy Apply knowledge of character to learn to read and write new characters and develop strategies for learning, for example, making connections between characters with a common component (你、他、们)

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		characters such as 朋 and 月				its particular sound and meaning	
	Notice and use context-related vocabulary to generate language Begin to notice some first elements of grammar, including: • using vocabulary related to greetings, name, age and talking about how they are feeling, for example, 你好，再见，我叫 Anna；我五岁 • recognising adjectives to describe how one is feeling, for example, 我很好；我不好 • recognising and using numbers 0-5 • noticing that Chinese sentences have a particular word order	Notice and use context-related vocabulary and begin to use some first elements of grammar to generate simple spoken and written texts for a range of purposes, including: • recognising nouns for pets and animals, for example, 狗，猫，蛇，鸟 • describing things using adjectives, for example, 黄色，棕色，小，大， 长只 红色的小鸟 • expressing likes and dislikes, for example, 你 喜 欢 吃 什么…? ； 你 喜 欢 吃…吗？ 我喜欢吃…; 我不喜欢吃…	Notice and use context-related vocabulary and begin to use some first elements of grammar to generate simple spoken and written texts for a range of purposes, including: • that Chinese sentences have a particular word order, for example, 我爱妈妈 is about 'I' and 妈妈爱我 is about 'Mum' • using the third person to introduce others • describing people using adjectives, for example, body parts 头、头发、眼睛、眉毛、鼻子、耳朵、身体、嘴巴、腿，adjectives 大、小、长、短、胖、瘦 and colours 黑色、棕色 • recognising and using sentences to describe, for example, 我的眉毛很长； 他的头发很短； 她有黑色的头发； 我有两只棕色的眼睛	Recognise and use context-related vocabulary and use some first elements of grammar in simple spoken and written texts to generate language for a range of purposes, including: • that simple statements in Chinese tend to follow English word order, but that questions do not, for example, 'Do you have a cat?' versus 你有猫吗？ • identifying family members and their Chinese characters in familiar texts, for example, 爸爸、妈妈、哥哥 Begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English	Recognise and use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes Recognise and use grammatical features to form simple sentences, including: • understanding that Chinese sentences have a particular word order • exploring basic sentence structure in Chinese, consisting of subject-verb-object and comparing similar sentences constructed in English and Chinese, for example, 'What's the subject in the sentence My mum drives a car? and 我妈妈开车。 • recognising and using some familiar verbs for daily routine such as 起床、去睡觉、吃、去上学、玩、	Use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes Recognise and use grammatical features to form simple sentences, including: • nouns 卫生间，公园， • adjectives 好、坏、大、小 • numbers • using the joining word 和 • using measurement words 一间卧室；两把椅子 • recognising that in Chinese, verbs convey tense without conjugation, for example, explaining why 有 can mean 'have', 'had' and 'will have' • applying processes of discourse development, including using 也 and 和 Continue to build a metalanguage for Chinese to describe	Use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes Recognise and use grammatical features to form sentences to express details such as the time, place and manner of an action and to sequence ideas, including: • comparing the use of tenses in English and Chinese such as how future tense is often expressed through time phrases in Chinese, for example, 我明天去北京；下个星期去上海 • identifying the use of adverbial phrases and extending understanding of sentence structure using subject–time–place–manner–verb–object, for example, 我星期一上学； 我在澳大利亚上

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					学习、听音乐、读书／看书、看电视 Begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English	patterns, grammatical rules and variations in language structures	学； 我走路上学 ● examining the clauses of a sentence in Chinese and noticing how they are linked coherently, for example, 他叫王晓明；他；是我的朋友 (i.e. no subject/pronoun) ● applying processes of discourse development, including joining (也、和), contrasting (但是) and sequencing (就) information Continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures
	Recognise that language is organised as 'text' that can be spoken, written, digital, visual or multimodal	Understand that language is organised as 'text' and that different types of texts have different features	Understand that language is organised as 'text' that takes different forms and uses different structures and features to achieve its purpose	Notice differences between simple spoken, written and multimodal Chinese texts used in familiar contexts and compare with similar texts in English	Recognise the particular language features and textual conventions in simple spoken, written and multimodal Chinese texts	Describe the major features of familiar text types in Chinese, including lack of word spacing or use of punctuation and variability in text direction	Notice how the features and conventions of text organisation vary according to audience, purpose and context, for example, digital, online or face to face
Language variation and change	Recognise that in Chinese, as in English and other languages, there are different ways	Recognise that Chinese speakers use language differently in different situations such as when	Understand that Chinese speakers use language differently in different situations and	Understand that different ways of using Chinese language reflect different regions,	Understand and demonstrate how language use varies according to the	Examine how language is used to clarify roles and relationships	Explore values and beliefs across cultures and identify how cultural values are

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	of greeting, addressing and interacting with people	socialising with peers and friends or at home with the family	according to cultural norms such as when at home with the family or in the classroom	different relationships and different ways of making meaning	participants' age, gender, relationship and social position and the context of use	between participants in interactions	expressed through language
Role of language and culture	Recognise that Chinese is one of many major community languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages	Recognise that Australia is a multilingual society with speakers of many different world and community languages, including Chinese Recognise that Chinese and English borrow words and expressions from each other, for example, *typhoon, tai chi, bok choy*	Recognise that all languages, including Chinese continuously change through contact with each other and through changes in society	Recognise that Chinese is the official standard language of the People's Republic of China and in other countries and is spoken by communities in many countries and regions including Hong Kong, Taiwan, Singapore, Malaysia, Vietnam and the United States of America	Recognise that Chinese contains influences from other languages and understand the diversity of languages and cultures represented in the classroom	Understand that Chinese is characterised by diversity in spoken and written forms	Understand that Chinese is characterised by diversity in spoken and written forms

LANGUAGES CHINESE: SECOND LANGUAGE YEAR 7 TO YEAR 10 SCOPE AND SEQUENCE

	Year 7	Year 8	Year 9	Year 10
Communicating				
Socialising	Initiate and participate in spoken interactions with peers and known adults, using modelled expressive and descriptive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, 我今年上七年级；你是哪国人？；我喜欢上学；你喜欢学习汉语吗？	Initiate and maintain spoken interactions with peers and known adults, using modelled expressive and descriptive language to share ideas, views and experiences of family and community activities, social events, special occasions and milestones, for example, 中国人春节喜欢穿红色的衣服和吃饺子；澳大利亚人圣诞节喜欢…	Initiate and participate in spoken interactions, using informative and descriptive language to share and compare personal opinions about aspects of childhood, teenage life and relationships, for example, 中国学生的作业比澳大利亚学生的多；他们喜欢在周末看电影；澳大利亚学生喜欢在周末运动；我喜欢上网交朋友，你呢？	Initiate and participate in sustained spoken interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues, for example, 为什么学中文很重要？；我不太同意你的说法，因为…你觉得呢？；虽然你说得对，但是…所以我觉得…
	Engage in written interactions with peers and other familiar participants to plan activities or social events, exchange information such as hosting a Chinese class or visitor, preparing for a real or virtual school event, trip or excursion

Share information about life in different cultural contexts, expressing ideas and opinions, for example, 中国人喜欢吃米饭，澳大利亚人喜欢吃面包，你呢？ | Engage in written interactions and activities with peers and other familiar participants that involve planning, sharing ideas and views, considering options, inviting, negotiation of arrangements and solving problems

Compare opinions on and attitudes towards different cultures such as 我喜欢上学，因为…；我最喜欢数学 | Engage in extended written interaction and activities about events or experiences such as aspects of childhood, teenage life and relationships, referring to information stated or requesting or providing further details | Engage in sustained written interaction and activities about contemporary culture and social issues, for example, the importance of China to Australia's economy, ways to promote a better understanding of China in Australian schools, protecting the environment or utilising technology, exchanging information, requesting clarification or confirmation, solving problems and managing diverse views such as 澳洲人对中国的印象是… |
| **Informing** | Access and summarise key information and supporting details from spoken texts related to aspects of their personal and social worlds | Access, summarise and share key ideas, information and opinions from a range of spoken texts related to their personal and social worlds and present them in different formats for the intended audience | Analyse ideas and information from a range of spoken texts related to aspects of their personal and social worlds, identifying the different ways in which emotions, intentions and ideas are expressed | Analyse, synthesise and evaluate ideas and information from a range of perspectives in spoken texts related to contemporary culture and social issues, identifying how context and culture affect how information is presented |
| | Locate, classify and organise key points of information from written texts related to aspects of their personal and social worlds and re-present this information for known audiences | Organise and present information from a range of written texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences | Collate and present in written form different perspectives related to aspects of their personal and social worlds and identify context, purpose and intended audience | Collate and present in written form a range of perspectives on texts related to aspects of their personal, natural and social worlds and identify how context and culture affect how information is presented |

	Year 7	Year 8	Year 9	Year 10
Creating	Respond to a range of performance-based imaginative texts, identifying how features of performance, including the use of posture, movement, voice, images and sound are used to convey different emotions and attitudes and apply this knowledge to their own oral performances and texts	Respond to a range of performance-based imaginative texts, observing how characters, emotions and attitudes are portrayed and express opinions about these aspects in their own oral performances and texts	Engage with imaginative performance-based texts such as popular television programs, Chinese songs and plays, sharing opinions on characters and plot, comparing themes and content with English language texts created for similar audiences and utilise this to create and perform their own texts	Engage with a range of imaginative performance-based texts and respond by discussing attitudes portrayed, expressing opinions, explaining themes, discussing characters and considering language use and cultural meanings and apply this to create and perform their own spoken imaginative texts
	Create and perform simple, individual and shared written imaginative texts, that involve imagined characters and places, to describe experiences and to entertain peers and younger audiences	Create and perform a range of written imaginative texts to describe experiences that involve imagined contexts and characters such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening experience	Create written imaginative texts that express aspects of Chinese culture for different audiences	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 cannot
Translating	Translate short phrases and texts for different audiences varying the language to explain key points for these different audiences	Translate and interpret texts and compare their own translation to peers', reflecting on challenges associated with transferring meaning and concepts from one language to another	Translate and/or interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts	Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another
Reflecting	Interact and engage with members of the Chinese-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, impacts on identity and communication	Participate in intercultural interactions with members of the Chinese-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflect on adjustments made as a result of reactions and responses Consider how their own biography impacts on identity and communication and shapes their own intercultural experiences	Monitor language choices when using Chinese, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives Investigate and share their own family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity	Reflect on the experience of learning and using Chinese, considering how intercultural communication involves taking responsibility for contributing to mutual understanding by modifying language and behaviours in relation to cultural perspectives Explore and express their own cultural identity and ability to act as a cultural mediator between Chinese speakers and Australians
Understanding				

	Year 7	Year 8	Year 9	Year 10
Systems of language	Examine differences in sounds and tones heard in oral discourse, including the range of vowel and consonant combinations, for example, '*qin*' versus '*qing*' and '*chi*' versus '*ci*' Interpret texts by estimating the probable sound and meaning of characters, based on understanding of familiar radicals and phonetic sides, when reading unfamiliar texts, for example, 鸡，鸭，鹅，莺，但，担，旦，胆 Use metalanguage to describe the distinctive spoken and written language system of Chinese	Examine differences in sounds and tones heard in oral discourse such as the diverse meanings of words that share similar sounds, for example, the many meanings of the sound 'shi' and learning how to differentiate between 同音词 (homonyms) and 近音词 (near-syllable words) in different contexts, for example, 买东西/卖东西 Interpret texts by inferring meaning from common character components or position of components and analyse how reliable this method is in translating Use metalanguage to describe the distinctive spoken and written language system of Chinese	Explore the role of emphasis, stress and rhythm to express subtle meanings in interactions Use knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters Use metalanguage to describe the distinctive spoken and written language system of Chinese	Explain differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions Examine and explain the relationships between characters and word meanings when encountering new vocabulary Use metalanguage to describe the distinctive spoken and written language system of Chinese
	Extend knowledge of context-related vocabulary and identify features of grammar to organise and sequence ideas in simple spoken and written texts, including: • how clauses of a sentence are linked coherently, joining, contrasting and sequencing ideas and information • using alternative language to clarify intended meaning, for example, saying 我不胖不瘦 when they don't know the phrase 中等身材 • comparing ways in which tense is expressed in Chinese and applying, for example, 了 to indicate completion; 完 to indicate the achievement of a desired result; 想 to indicate intention; verb negation 没有 to indicate incomplete past and 正在 to indicate action in progress • using different ways to negate ideas depending on degree of formality or emphasis, for example, 我不是…;我不能…;不行；…别	Extend knowledge of context-related vocabulary and identify and apply features of grammar to organise, sequence and connect ideas in spoken and written texts, including: • exploring the use of diverse time expressions and ways to sequence events in time and applying in their own language use, for example,先…然后；一…就…;…了，就…;才，第一，然后 • comparing and applying the functions of prepositions and discussing the importance of context when determining their meaning in texts, for example, 跟，对，给 • exploring and applying the use of conjunctions to sequence and connect ideas when constructing texts, for example,不但…而且…；虽然…但是… • using different ways to negate ideas depending on degree of formality or emphasis, for example,我不是…；我哪儿有…？；我没有办法…；我不能…；不行；…别，…不可以	Increase control of context-related vocabulary and extend grammatical knowledge, including: • comparing the use of words that rely on interpretation of context to convey the intended meaning such as 让、给, comparing extracts from a range of spoken and written texts which use the same word in a different way • expressing conditions, for example, 如果…就；expressing cause and effect, for example,为了… and expressing the condition, quality or result of an action, for example, 坐得下、说得对、做完、买到 • examining the use of noun phrases in Chinese and experimenting with omitting nouns (zero subjects) when communicating, for example, 吃饭了吗？ • experimenting with the use of 成语 (Chinese set expressions) and famous sayings to substantiate ideas in Chinese	Increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning in texts, including: • justifying opinions and building logical arguments by expressing additional information and providing reasons, for example, using 不但……而且……；除了……以外；另外，and introducing contrasting views to others using elements such as cohesive devices, for example, 不是……而是……；不过，虽然……但是…… • exploring the ways in which language can be manipulated to make ideas more objective, for example, removal of personal pronouns and opinions • experimenting with the use of 成语 (Chinese set expressions) and famous sayings to substantiate ideas in Chinese • experimenting with 的 as a subject modifier to express ideas that would

	Year 7	Year 8	Year 9	Year 10
			• experimenting with 的 as a subject modifier to express ideas that would contain relative clauses in English, for example, 我妈妈做的饭很好吃	contain relative clauses in English, for example, 我昨天买的书不太贵
	Identify the structures and key features of familiar texts in Chinese such as language choice, focus of information and paragraphing, to explain the relationship between the language and structure used and the purpose of the text	Analyse how authors adjust features of different text types for different purposes and audiences	Identify the purposes, text structures and language features of traditional and contemporary Chinese texts	Compare the purposes, text structures and language features of traditional and contemporary Chinese texts
Language variation and change	Explore the ways in which Chinese language use is fostered among local communities and the use of Chinese in local media Explain the dynamic nature of the Chinese language by exploring examples of types of simplifications and ways of associating traditional characters with known simplified forms, for example, whole simplifications (为–為), part substitutions (汉–漢) and half simplifications (说–說)	Investigate the extent and dynamic nature of Chinese language use locally and globally	Explore how the Chinese language continues to adapt over time and is influenced by local and global contexts and cultures such as the use of acronyms and English words and how Chinese authorities are trying to limit the use of these terms in the media	Explain how Chinese language and culture have evolved and continue to change and understand that language use has the power to influence social relationships, beliefs and values
	Understand that Chinese, like other languages, has evolved and developed through different periods of influence and change	Explain how the Chinese language is constantly expanding to include new words and expressions in response to social and technological changes	Explain the influence of language on people's actions, values and beliefs and seek to appreciate the scale and importance of linguistic diversity in groups and cultures	Explain how language defines people's roles as outsiders or insiders in groups and cultures, for example, 老外、 华侨、 华裔、 大陆人、 华人、 中国人、 少数民族
Role of language and culture 你能吗?	Reflect on how language use varies between communities and how communication is shaped by a community's geographical location, languages and cultures	Compare and reflect on how cultural contexts influence the way language is used within and across communities	Explore how language choices reflect cultural practices and values, for example, differences in the use and frequency of 'thank you' and 谢谢, that can be difficult for speakers of other languages to interpret	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, for example, 你能不能帮我一点忙？对不起，我没有空；您找谁？你爸爸在家吗？

PRE-PRIMARY LANGUAGES SYLLABUS

YEAR LEVEL DESCRIPTION

Students enter the early years of school with established communication skills in one or more languages and varying degrees of early literacy capability. Typically, students come to Chinese: Second Language with little to no prior experience of the Chinese language and culture.

In Pre-primary students communicate in Chinese, interacting orally with the teacher and peers to exchange greetings, introduce and share simple information about themselves and their family members. Students interact with simple written texts, recognising and discussing examples of common Chinese characters. They participate in shared group performance of simple Chinese songs and rhymes, reproducing rhythm and playing with sound patterns. Students also participate in the shared reading of books and Chinese idiom stories, retelling these stories using images, illustrations and captions.

Students become familiar with the systems of the Chinese language, recognising that Pinyin is the spelled-out sounds of spoken Chinese that uses familiar letters. Students notice and use vocabulary related to greetings, themselves and their family. They recognise some first elements of grammar to generate language for purposeful interaction such as that Chinese sentences have a particular word order.

In Pre-primary students recognise that while English is the official language spoken in Australia, Chinese is one of many community languages, including Aboriginal languages and Torres Strait Islander languages, which is spoken in Australia. They also notice similarities and differences between Chinese and English and begin to develop curiosity around the ideas of language and culture. Creative play in the classroom provides opportunities for exploring these differences.

Students learn Chinese in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.

CONTENT DESCRIPTIONS

Communicating

Socialising

Interact orally with the teacher and peers, using learnt sounds, verbal and non-verbal responses and listen to and engage with teacher-modelled tones and rhythms in class routines, structured conversations and activities to exchange greetings such as 早, 你好, 王老师, 再见

Introduce and share simple information about themselves and their family members, for example, 你叫什么名字？; 我叫 Anna; 我五岁; 这是我爸爸; 我爸爸叫

Respond to teacher talk and instructions, for example, 站起来 and 请坐 (ACLCHC001)
L, C, P, IU

Interact with simple written texts found in familiar settings such as signs and labels, recognising and discussing examples of common Chinese characters, for example, 八, 我, 爸爸 (ACLCHC002)
L, C, P, IU

Informing

Locate information in simple scaffolded models of spoken and visual texts related to their personal worlds

Recognise and practise tone, actions and gestures that support meaning and/or convey information (ACLCHC003)
L, C, P

Locate factual information about their personal worlds in written texts and convey information using pictures, labels, familiar words, simple statements and contextual cues (ACLCHC004)
L, C, P

Creating

Respond orally to simple Chinese songs and rhymes, reproducing rhythm and playing with sound patterns and non-verbal forms of expression (ACLCHC005)
L, C, P, IU

Participate in the shared reading of books and idiom stories, retelling these stories using images, illustrations, labels and captions (ACLCHC006)
L, C, P

Understanding

Systems of language

Notice *Pinyin* as the spelled-out sounds of spoken Chinese (ACLCHU011)
L, C, P, IU

Notice the tonal nature of spoken Chinese and use gestures to enhance the differentiation of tones (ACLCHU010)
L, C

Recognise Chinese characters as a form of writing that is different from other forms of written expression, for example, the Roman alphabet (ACLCHU011)
L, C

Notice and use context-related vocabulary to generate language

Begin to notice some first elements of grammar, including:
- using vocabulary related to greetings, name, age and talking about how they are feeling, for example, 你好，再见，我叫 Anna; 我五岁
- recognising adjectives to describe how one is feeling, for example, 我很好; 我不好;
- recognising and using numbers 0-5
- noticing that Chinese sentences have a particular word order
(ACLCHU012)
L, C

Recognise that language is organised as 'text', that can be spoken, written, digital, visual or multimodal (ACLCHU013)
L, ICT, C

Language variation and change

Recognise that in Chinese, as in English and other languages, there are different ways of greeting, addressing and interacting with people (ACLCHU015)
L, C, IU

Role of language and culture

Recognise that Chinese is one of many major community languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages (ACLCHU014)
L, C, P, IU

Translating

Share with others familiar Chinese words, phrases, sounds and gestures, noticing that they may have similar or different meanings in English or other known languages
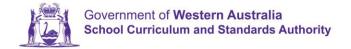(ACLCHC007)
L, C, P, IU

Reflecting

Begin to notice how using Chinese feels and sounds different from their own language(s) such as use of voice to show courtesy, expression of disagreement, or smiling so as not to offend
(ACLCHC009)
L, C, P, IU

ACHIEVEMENT STANDARD

At standard, students interact in Chinese with their teacher and each other through action-related talk, structured play, classroom instructions and routines to exchange simple greetings, such as 早、你好王老师再见, and to provide simple information about themselves, such as 你叫什么名字？我叫 Anna. They participate in shared performance of familiar simple songs and rhymes, playing with sound patterns, with some guidance. Students identify most keywords and some phrases of spoken Chinese, and some keywords in written texts relating to their personal worlds. They convey meaning in spoken texts using tone, actions and gestures, and in written texts related to their personal worlds with some guidance. They participate in shared performance of imaginative texts, such as familiar songs and rhymes, and respond, with guidance, by reading and retelling stories. They share with others some familiar Chinese words, phrases, sounds and gestures related to their personal worlds, and explore how these may have similar or different meanings in English. They begin to talk about how Chinese feels/sounds different when speaking or hearing it spoken by others.

Students become familiar with the systems of the Chinese language, identifying *Pinyin* as the spelled-out sounds of spoken Chinese, and exploring with guidance, the tonal nature of spoken Chinese, using gestures to enhance differentiation. They explore with some guidance, Chinese characters as a form of writing that is different to other written languages and identify some familiar Chinese characters in their surroundings, with a satisfactory level of accuracy. Students recognise and use vocabulary related to greetings, name and age, and talk about how they are feeling, such as 你好，再见，我叫 Anna and 我五岁, with a satisfactory level of accuracy. They begin to recognise and use some first elements of grammar including, recognising adjectives to describe how one is feeling, such as 我很好 and 我不好. Students develop number knowledge for numbers 0–5 and notice that Chinese sentences have a particular word order. They recognise that language is organised as 'text.' They recognise that there are different ways of greeting, addressing and interacting with people, and usually act accordingly. Students recognise that Chinese is one of the many languages spoken in Australia and around the world, and begin to develop curiosity around the ideas of language and culture.

YEAR 1 LANGUAGES SYLLABUS

YEAR LEVEL DESCRIPTION

Year 1 Chinese: Second Language builds on the skills, knowledge and understanding required by students to communicate in the Chinese language and focuses on extending their oral communication skills. Typically, the students' only exposure to and experience of the Chinese language and culture is from their school learning environment.

Students communicate in Chinese, interacting orally with their teacher and peers to talk about themselves, the members of their family, their favourite things and their pets. They recognise and copy high-frequency characters through guided group activities. Students locate key words and factual information in simple oral texts related to their personal worlds. They also locate and convey information about their personal worlds in written texts using pictures, familiar words and simple statements. Students engage with simple Chinese songs, poems and rhymes and respond by creating and performing their own simple Chinese songs, poems and rhymes. Students participate in the shared reading and retelling of well-known Chinese stories.

Students become familiar with the systems of the Chinese language, recognising how the tones can change the meaning of words. They match *Pinyin* to known Chinese characters and recognise that *Pinyin* also has tones. They notice and use context-related vocabulary and recognise some first elements of grammar to generate language for a range of purposeful interactions.

In Year 1 students recognise that Australia is a multilingual society with speakers of many different community languages, including Chinese and that Chinese and English borrow words and expressions from each other. They know that language is used differently in different situations and between different people. They identify differences and similarities between their own and others' languages and cultures.

Students learn Chinese in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.

Communicating

Socialising

Interact orally with the teacher and peers, using learnt sounds, formulaic phrases and verbal and non-verbal responses to talk about themselves, the members of their family, their favourite things and their pets, for example, 你家有几个/口人？；
我家有四个/口人, 我有爸爸、妈妈和哥哥；
我喜欢蓝色；我有一只狗

Express gratitude and apologies, for example,
不用谢/不客气；谢谢, 对不起；没关系
(ACLCHC001)
L, C, P, IU

Interact with simple written texts, recognising and copying high-frequency characters relating to members of their family, their favourite things and their pets, for example, 妈妈, 爸爸，哥哥，
妹妹, 我爱我的猫 (ACLCHC002)
L, C, P, IU

Informing

Locate key words and information in simple texts such as video clips, games and songs and convey information in simple scaffolded models of spoken and visual texts related to their personal worlds (ACLCHC003)
L, C, P

Locate factual information about their personal worlds in written texts and convey information using pictures, labels, captions, familiar words, characters and modelled language (ACLCHC004)
L, C

Creating

Engage orally with simple Chinese songs, poems and rhymes, reproducing rhythm and sound patterns and respond by creating their own simple Chinese songs, poems and rhymes to convey ideas related to their personal worlds (ACLCHC005)
L, C, P

Participate in the shared reading and retelling of imaginative short written texts for well-known Chinese stories such as *Tadpoles Looking For Their Mama* 《小蝌蚪找妈妈》, or *Pony Crossed the River* 《小马过河》 and respond to the texts by captioning or labelling images and copying characters (ACLCHC006)
L, C, P, IU

Understanding

Systems of language

Recognise that *Pinyin* has tones and reproduce the four tones, but not always with accuracy

Associate *Pinyin* with relevant characters taught

Recognise how the tones can change the meaning of words, for example, 妈 *mā* and 马 *mǎ* (ACLCHU010)
L, C, P, IU

Recognise that each Chinese character has meaning, for example, 鱼 (fish), 鸟 (bird), 姐 (elder sister)

Copy or trace characters with attention to stroke order and direction (ACLCHU011)
L, C

Notice the formation 上下、左右、内外、独体字 and spacing of characters such as 朋 and 月 (ACLCHC002)
L, C

Notice and use context-related vocabulary and begin to use some first elements of grammar to generate simple spoken and written texts for a range of purposes, including:
- recognising nouns for pets and animals, for example,
  狗，猫，蛇，鸟
- describing things using adjectives, for example,
  黄色，棕色，小，大，长只 红色的小鸟
- expressing likes and dislikes, for example,
  你 喜 欢 吃 什 么…？；
  你 喜 欢 吃…吗？
  我喜欢吃…；
  我不喜欢吃…
  (ACLCHU012)
L, C

Understand that language is organised as 'text' and that different types of texts have different features (ACLCHU013)
L, C

Language variation and change

Recognise that Chinese speakers use language differently in different situations such as when socialising with peers and friends or at home with the family (ACLCHU015)
L, C, IU

Translating

Match characters to the meanings and sounds of familiar words, noticing that meanings are similar or different in English or other known languages (ACLCHC007)
L, C, IU

Reflecting

Notice ways of talking in Chinese that appear different to their own ways and aspects of Chinese culture that are different when speaking in Chinese such as behaviour, voice or body language (ACLCHC009)
L, C, P, IU

Role of language and culture

Recognise that Australia is a multilingual society with speakers of many different world and community languages, including Chinese
Recognise that Chinese and English borrow words and expressions from each other, for example, *typhoon*, *tai chi*, *bok choy*
(ACLCHU014)
L, C, P, IU

ACHIEVEMENT STANDARD

At standard, students interact in Chinese with their teacher and each other through guided group activities, classroom instructions and routines to talk about themselves, their family, their favourite things and their pets. They use learnt sounds, formulaic phrases and verbal and non-verbal responses, with some guidance, to ask questions and make statements, such as 我家有四个/口人, 我有爸爸、妈妈和哥哥 and recognise most, and accurately copy some, high-frequency Chinese characters related to their personal worlds, such as 妈妈、爸爸、哥哥、妹妹. Students locate most key words and information in simple spoken and visual texts and convey some factual information, with guidance, using simple scaffolded models of spoken and visual texts. In written texts related to their personal worlds, they locate and convey some factual information, with some guidance, using pictures, labels, captions, familiar words, characters and modelled language. Students engage with familiar songs and rhymes, reproducing sound patterns and creating, with some guidance, their own simple songs, poems or rhymes about their personal worlds. They participate with some guidance, in the shared reading and retelling of short familiar written stories and respond by captioning pictures or copying characters. When translating, they match most familiar spoken words to their written Chinese character and explore, with some guidance, how meanings are similar or different. Students talk about how voice, behaviour and body language may change when speaking Chinese.

Students become familiar with the systems of the Chinese language, recognising and reproducing the four tones of *Pinyin* with a satisfactory level of accuracy, and showing some awareness that tone can change meaning. They match *Pinyin* to familiar Chinese characters with a satisfactory level of accuracy, and show some awareness that each character has meaning. Students trace and/or copy characters with a satisfactory level of accuracy, paying attention to formation and spacing. They recognise and use vocabulary related to their personal worlds and use some first elements of grammar to generate simple spoken and written texts, with a satisfactory level of accuracy. Students begin to recognise nouns for pets and animals. They describe things using adjectives, such as 黄色、棕色、小、大、长、只、 红色的小鸟 and express likes and dislikes, such as 你 喜 欢 吃 什 么…？. Students make some comments about how language is organised as 'text' and that different types of texts have different features. They recognise that speakers of Chinese use language differently in different situations and usually act accordingly. Students recognise that Chinese is one of the many languages spoken in Australia, and identify some words and expressions that Chinese and English borrow from each other.

YEAR 2 LANGUAGES SYLLABUS

YEAR LEVEL DESCRIPTION

Year 2 Chinese: Second Language builds on the skills, knowledge and understanding required to communicate in the Chinese language developed in Year 1 and focuses on extending the oral communication skills of students.

Students communicate in Chinese, interacting orally with their teacher and peers to exchange information about themselves, the members of their family, their classmates and friends. They participate in guided group activities, including sorting familiar and common Chinese characters according to their formation. Students identify and convey key points of information to complete guided tasks in a range of simple spoken and visual texts related to their personal worlds. They locate factual information about their personal worlds in written texts and convey information using modelled language. Students respond in oral form to simple Chinese stories, songs and rhyme, reproducing rhythm and sound patterns to express feelings. They create short imaginative written texts, captioning or labelling images with familiar words and simple modelled sentences. Students become familiar with the systems of the Chinese language, reproducing the tones of Chinese with increasing accuracy. They identify some characters that make up words and understand that each character has a meaning. Students notice and use context-related vocabulary and begin to use some first elements of grammar such as using the third person to introduce others, to generate language for a range of purposeful interactions.

Students recognise that all languages, including Chinese, continuously change over time through contact with each other and through changes in society. They understand similarities and differences between aspects of Chinese and Australian cultural practices and related language use.

In Year 2 students learn Chinese in the early years through rich language input. At this stage, play and imaginative activities, music, movement and familiar routines, opportunities to revisit, recycle and review, and continuous feedback, provide the essential scaffolding to assist students in the language learning process.

Content Descriptions

Communicating

Socialising

Interact orally with the teacher and peers, using simple modelled language and gestures to exchange information about themselves, the members of their family, their classmates and friends, for example,我有弟弟，你呢？;我爱我的妈妈;她叫 Anna;我的朋友叫 Simon;她七岁;他喜欢黑色和绿色;他有两只兔子

Follow simple instructions including, 排队;请坐;合上书不要说话 (ACLCHC001)
L, C, P, IU

Interact with simple written texts, including labelling images, copying characters from a provided list and sorting familiar and common Chinese characters according to their formation (ACLCHC002)
L, C, P, IU

Informing

Identify and convey key points of information using learnt key words and phrases to complete guided tasks in a range of simple spoken and visual texts, related to their personal worlds (ACLCHC003)
L, C, P

Locate factual information about their personal worlds in texts and convey information using modelled language, visual and contextual cues (ACLCHC004)
L, C

Creating

Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements orally about characters or themes (ACLCHC005)
L, C, P

Create short written imaginative texts using simple characters from charts and word lists, labels, captions and short sentences to describe characters or key events in planning a story (ACLCHC006)
L, C, P, IU

Translating

Identify equivalent or similar Chinese words, expressions or phrases for familiar objects or terms in English, to develop vocabulary (ACLCHC007)
L, C, IU

Understanding

Systems of language

Understand that *Pinyin* has tones and reproduce the tones with increasing accuracy

Explain the use of *Pinyin* as a learning tool to reflect the sound of Chinese spoken language
(ACLCHU010)
L, C, P, IU

Identify characters that make up words such as 老/鼠 (lǎo/shǔ)

Understand that words such as 熊猫 (xióng māo) have two characters, with each character having a meaning and that sometimes there may be one, two or more characters to form one word (ACLCHU011)
L, C

Notice and use context-related vocabulary and begin to use some first elements of grammar to generate simple spoken and written texts for a range of purposes, including:
- that Chinese sentences have a particular word order, for example, 我爱妈妈 is about 'I' and 妈妈爱我 is about 'Mum'
- using the third person to introduce others
- describing people using adjectives, for example, body parts 头、头发、眼睛、眉毛、鼻子、耳朵、身体、嘴巴、腿，adjectives 大、小、长、短、胖、瘦 and colours 黑色、棕色
- recognising and using sentences to describe, for example,我的眉毛很长；他的头发很短；她有黑色的头发；我有两只棕色的眼睛
(ACLCHU012)
L, C

Understand that language is organised as 'text' that takes different forms and uses different structures and features to achieve its purpose
(ACLCHU013)
L, C

Language variation and change

Understand that that Chinese speakers use language differently in different situations and according to cultural norms such as when at home with the family or in the classroom
(ACLCHU015)
L, C, IU

Reflecting

Notice aspects of Chinese language and culture that are 'new' or 'interesting'

Observe how relationships influence language use and their own identity (ACLCHC009)

L, C, P, IU

Role of language and culture

Recognise that all languages, including Chinese continuously change through contact with each other and through changes in society (ACLCHU014)

L, C, P, IU

ACHIEVEMENT STANDARD

At standard, students interact in Chinese with their teacher and each other through routine exchanges, guided group activities, instructions and transactions, to provide information about themselves, the members of their family, their classmates and friends. They use simple modelled language and gestures, such as 我有弟弟，你呢？ and 我的朋友叫 Simon. Students recognise most familiar words and some key phrases in simple spoken or visual texts related to their personal worlds, identifying some key points of information to mostly complete guided tasks. They locate some keywords and factual information in written texts related to their personal worlds and convey information using, with some guidance, modelled language. They respond to imaginative texts using simple verbal and non-verbal forms of expression, with some guidance, to comment on some favourite elements, characters or themes and create simple written imaginative texts using familiar characters and modelled language, with some guidance. Students identify some Chinese words, expressions or phrases for familiar objects or English words and begin to increase their vocabulary. They identify some elements of Chinese language and culture that are 'new' or 'interesting,' and some ways in which relationships can influence language use.

Students become familiar with the systems of the Chinese language, reproducing the tones of *Pinyin* and identifying high-frequency characters within words, with a satisfactory level of accuracy. They recognise and use vocabulary and use some first elements of grammar in simple spoken and written texts, with a satisfactory level of accuracy. They recognise that Chinese sentences have a particular word order, such as 我爱妈妈 is about 'I' and 妈妈爱我 is about 'Mum.' They use the third person to introduce others and describe people using adjectives, such as 头、头发、眼睛、，大、小、长 and 黑色、棕色. They identify some different forms of texts and some of the different structures and features of familiar texts. Students identify some of the ways that speakers of Chinese use language differently in different situations and according to cultural norms, and some of the ways that the Chinese language has changed over time through its contact with other languages and changes in society.

YEAR 3 LANGUAGES SYLLABUS

YEAR LEVEL DESCRIPTION

Year 3 Chinese: Second Language builds on the skills, knowledge and understanding required to communicate in the Chinese language developed in Year 2 and focuses on extending the oral skills of students. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Students communicate in Chinese, interacting and socialising orally with their teacher and peers to exchange information about themselves, their family, interests and leisure activities. They exchange simple correspondence in writing to express good wishes, send simple notes and text messages. Students locate and convey specific points of information from familiar simple spoken and visual texts using learnt phrases and words. They locate information in familiar written texts using learnt characters. Students respond to and create simple imaginative oral texts that use gestures and modelled language. They create short written imaginative texts using simple Chinese characters, captions, labels and modelled short sentences.

Students become familiar with the systems of the Chinese language, recognising the components of *Pinyin* (consonant, vowel, tones) and the *Pinyin* sounds associated with individual letters and syllables that differ from the English sounds for the same letters and syllables. They copy and use context-related vocabulary and apply some first elements of grammar in simple spoken and written texts. They begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English.

Students are encouraged to describe their Chinese learning experiences and explore their own sense of identity and ways that they use language differently when they are interacting with different people.

In Year 3 students require extensive support with their language learning. The systems of writing and speaking in Chinese are distinct. The role of character learning and its impact on reading and writing is such that students can accomplish a higher active use of spoken language than written language. As a result, engagement with Chinese language is primarily through speaking and listening. They repeat speech and sounds from frequent and consistent teacher modelling and produce texts using familiar words or phrases. Students are encouraged to use spoken Chinese as much as possible for classroom routines, social interactions and for learning tasks.

CONTENT DESCRIPTIONS

Communicating

Socialising

Interact and socialise orally with the teacher and peers, using modelled responses and correct tones to support understanding and to exchange information about themselves, their family, interests and leisure activities, for example, 你好，我八岁；我叫 James ；我住在珀斯；我哥哥喜欢踢足球；你住在哪里？

Follow the teacher's instructions to participate in learning activities and in classroom routines, for example,注意听，请安静，听一听，说一说 (ACLCHC017)
L, C, P, IU

Exchange simple correspondence in writing by adapting teacher-modelled language and using word lists such as expressing good wishes, sending simple notes and messages, for example, 生日快乐；母亲节快乐 (ACLCHC018)
L, ICT, C, P

Informing

Locate and convey specific points of information from familiar simple spoken and visual texts and convey this information using learnt phrases and words, related to their personal worlds (ACLCHC019)
L, ICT, C, P, IU

Locate factual information in familiar texts related to their personal and social worlds, by recognising textual features and using other visual cues and report this information using learnt characters (ACLCHC020)
L, N, C

Creating

Respond to and create simple imaginative oral texts such as puppet plays, for example,
The 12 Chinese zodiac signs《十二生肖的故事》、《饥饿的毛毛虫》, or song and dance shows, that use gestures and other movements, familiar expressions and modelled language (ACLCHC021)
L, C, P, IU

Create short written imaginative texts such as storyboards and cartoons, using simple characters and modelled short sentences that follow the basic subject-verb-object structure (ACLCHC022)
L, C, P, IU

Understanding

Systems of language

Recognise the components of *Pinyin* (consonant, vowel, tones)

Recognise *Pinyin* sounds associated with individual letters and syllables, differentiating, for example, *chī, piě, qù, cān* and *hé* from English sounds for such letters and syllables (ACLCHU026)
L, C, P

Reproduce key Chinese characters from familiar contexts exploring character construction, including counting the number of strokes and following general rules of stroke order (ACLCHU027)
L, C

Recognise and use context-related vocabulary and use some first elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:
- that simple statements in Chinese tend to follow English word order, but that questions do not, for example, 'Do you have a cat?' versus 你有猫吗？
- identifying family members and their Chinese characters in familiar texts, for example, 爸爸、妈妈、哥哥

Begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English (ACLCHU012)
L, C

Notice differences between simple spoken, written and multimodal Chinese texts used in familiar contexts and compare with similar texts in English (ACLCHU029)
L, ICT, C, IU

Language variation and change

Understand that different ways of using Chinese language reflect different regions, different relationships and different ways of making meaning (ACLCHU031)
L, C, IU

Translating

Explain the meanings of high-frequency words and phrases, using gestures, actions and facial expressions (ACLCHC023)
L, C, IU

Reflecting

Talk about their own experiences of learning and using Chinese and explore their own sense of identity, including elements such as family, cultural heritage, friends and interests and ways of using language with different people (ACLCHC025)
L, C, P, IU

Role of language and culture

Recognise that Chinese is the official standard language of the People's Republic of China and in other countries and is spoken by communities in many countries and regions including Hong Kong, Taiwan, Singapore, Malaysia, Vietnam and the United States of America
(ACLCHU030)
L, C, P, IU

ACHIEVEMENT STANDARD

At standard, students interact in Chinese with their teacher and each other through class experiences, activities and everyday transactions to exchange information about themselves, their family, interests and leisure activities. They use modelled language to exchange some information, such as 他有两只兔子, and write simple correspondence by adapting teacher-modelled language, with guidance. They identify some specific points of information and some textual features in familiar texts and convey, with guidance, some information using learnt words, phrases and characters related to their personal worlds. Students respond to and create simple, imaginative texts using familiar expressions, modelled language and non-verbal forms of expression. They create short written imaginative texts using familiar characters and modelled short sentences, with guidance. They provide the meanings of some of high-frequency words and phrases, using gestures, actions and facial expressions. Students talk about their Chinese language learning experience, and explore ways of using language with different people.

Students become familiar with the systems of the Chinese language, identifying the components and sounds of *Pinyin* with a satisfactory level of accuracy, differentiating, from English, sounds for similar letters and syllables. They reproduce key Chinese characters with a satisfactory level of accuracy. Students recognise and use vocabulary and use some first elements of grammar in simple spoken and written texts, with a satisfactory level of accuracy. They talk about how the Chinese language works, with guidance, using some terms similar to those used in English. Students identify some features of simple Chinese texts and, with guidance, make some comparisons with similar texts in English. Students show how the Chinese language may need to be adjusted to suit different situations and relationships. They identify some of the differences in using Chinese language that reflect the different places it is spoken or who is using the language, and identify some places where Chinese is spoken.

Year 4 Languages Syllabus

Year Level Description

Year 4 Chinese: Second Language builds on the skills, knowledge and understanding required to communicate in the Chinese language developed in Year 3 and focuses on extending the oral communication skills of students.

Students communicate in Chinese, interacting and socialising orally with the teacher and peers to exchange information about aspects of their personal worlds, including their daily routines at home and school. They contribute to class activities and request assistance in learning activities. Students exchange simple correspondence in writing to report on their daily routines at home and at school. They locate and convey factual information from familiar types of spoken and visual sources and they locate factual information in written texts to inform others using learnt words, phrases and characters. Students create and present their own representations of familiar songs, poems or stories. They also create short imaginative texts such as storyboards or cartoons using modelled language.

Students become familiar with the systems of the Chinese language, understanding the components of *Pinyin*. They recognise high frequency Chinese characters related to their personal world and they use context-related vocabulary and simple sentences to generate language for a range of purposes. Students begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English.

Students are supported to identify vocabulary and expressions that reflect different cultural values, traditions or practices.

In Year 4 students continue to require extensive support with their language learning. The systems of writing and speaking in Chinese are distinct. The role of character learning and its impact on reading and writing is such that students can accomplish a higher active use of spoken language than written language. As a result, engagement with Chinese language is primarily through speaking and listening. Students practise using Chinese, participating in action-related talk and completing tasks while relying on teacher modelling, prompts and repetition. Students respond non-verbally to spoken Chinese in the classroom and their understanding of Chinese is dependent on context and on teacher intonation, gestures and facial expressions. Students continue to be encouraged to use Chinese as much as possible for social interactions and in learning tasks.

Communicating

Socialising

Interact and socialise orally with the teacher and peers, using correct tones, modelled questions and responses to exchange information about aspects of their personal worlds, including their daily routines at home and school, for example, 我八点上学；星期日我打网球

Contribute to class activities by asking for and giving permission, apologising and excusing, for example, 我可以…吗？；可以，对不起；raising hand and using phrases such as 老师，我不懂 to request assistance in learning activities (ACLCHC017)
L, C, P, IU

Exchange simple correspondence in writing with teachers and peers, using formulaic expressions and language to report on their daily routines at home and at school, for example, 你几点睡觉？
(ACLCHC018)
L, C, P

Informing

Locate and convey factual information from familiar types of spoken and visual sources related to their personal and social worlds (ACLCHC019)
L, ICT, C, P

Locate factual information, key words or familiar characters in texts related to their personal and social worlds and use this information to inform others using learnt words, phrases and characters (ACLCHC020)
L, ICT, C, P, IU

Creating

Create and present their own representations of familiar songs, poems or stories such as 《小星星》，《找朋友》or《恭喜恭喜》, poems and stories《春晓》, for different audiences, using voice, rhythm and appropriate gesture and action (ACLCHC021)
L, C, P, IU

Create short written imaginative texts such as storyboards and cartoons, using simple characters and short sentences that follow the basic subject-verb-object structure (ACLCHC022)
L, C, P, IU

Understanding

Systems of language

Understand the components of *Pinyin* such as the different combinations of consonant and vowel/vowels

Recognise and reproduce familiar or simple *Pinyin* but not always with correct tone marks (ACLCHU026)
L, C, P

Explore Chinese characters from familiar contexts using stroke types and sequences, component forms and their arrangement (ACLCHU027)
L, C

Recognise and use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes

Recognise and use grammatical features and simple sentences to record observations, including:
- understanding that Chinese sentences have a particular word order
- exploring basic sentence structure in Chinese, consisting of subject-verb-object and comparing similar sentences constructed in English and Chinese, for example, 'What's the subject in the sentence My mum drives a car?' and 我妈妈开车。
- recognising and using some familiar verbs for daily routine such as 醒来／叫醒、去睡觉、吃、去上学、玩、学习、听音乐、读书／看书、看电视

(ACLCHU012)
L, C

Begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English (ACLCHU028)
L, C

Recognise the particular language features and textual conventions in simple spoken, written and multimodal Chinese texts (ACLCHU029)
L, C, IU

Language variation and change

Understand and demonstrate how language use varies according to the participants' age, gender, relationship and social position and the context of use (ACLCHU031)
L, C, IU

Translating

Translate the meanings of important everyday words using contextual cues

Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions
(ACLCHC023)
L, ICT, C, IU

Reflecting

Describe how aspects of their own identity are reflected in their various group and community memberships
(ACLCHC025)
L, C, P, IU

Role of language and culture

Recognise that Chinese contains influences from other languages and understand the diversity of languages and cultures represented in the classroom
(ACLCHU030)
L, C, P, IU

Achievement Standard

At standard, students interact and socialise in Chinese with their teacher and each other through class experiences, activities and transactions to exchange information about aspects of their personal worlds, their daily routines at home and school, such as 星期日我打网球. They use with guidance, familiar modelled questions and responses, to provide information, ask for/give permission and request assistance, such as 老师，我不懂. They write simple correspondence using formulaic language, Chinese characters and *Pinyin* with some guidance. Students identify and convey some factual information from spoken and visual texts related to their personal and social worlds. They locate some key words, familiar characters and factual information in written texts and convey information with guidance, using learnt words, phrases and characters. Students create and present their own representations of familiar imaginative texts. They create short written imaginative texts using simple characters and modelled, short sentences with guidance. Students translate some familiar, high-frequency words and use dictionaries and word lists, with guidance, to translate simple familiar texts. Students identify ways in which identity is reflected through cultural practices and norms.

Students become familiar with the systems of the Chinese language, identifying some of the components and the consonant and vowel/vowels combination of familiar *Pinyin,* and writing *Pinyin* with a satisfactory level of accuracy. They identify the components and structures of some familiar Chinese characters. Students recognise and use, both orally and in writing, a range of vocabulary. They recognise and use elements of grammar in simple sentences to record observations, with a satisfactory level of accuracy. Students understand that Chinese sentences have a particular word order. They explore basic sentence structure in Chinese, consisting of subject-verb-object and compare similar sentences constructed in English and Chinese. Students recognise and use some familiar verbs for daily routine, such as 读书／看书、看电视. They talk about how the Chinese language works using some Chinese terms, with guidance, and identify some language features and textual conventions in familiar Chinese texts. Students list ways that language use varies according to context and participants' age, gender and relationship, and usually act accordingly. They identify some Chinese vocabulary that reflect influences from other languages, and the languages and cultures represented in the classroom.

Year 5 Languages Syllabus

Year Level Description

Year 5 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 4 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture.

Students communicate in Chinese, participating in oral interactions with the teacher and peers, to exchange information about their home and places in their local community. They exchange written correspondence exchanging personal information and aspects of personal experience. Students gather and compare information from a range of spoken and written texts. They also convey key points of information from these texts orally and in written form using scaffolded language. Students describe characters from a range of short imaginative texts and create their own spoken and written imaginative texts using modelled language.

Students are becoming more familiar with the systems of the Chinese language, identifying features of Chinese characters, including stroke types and sequences and component forms and their arrangements. They use context-related vocabulary and grammatical features to generate language for a range of purposes. Students continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures.

Students compare ways of communicating in Australian and Chinese-speaking contexts and identify ways in which culture influences language use.

In Year 5 students are widening their social networks, experiences and communication repertoires in both their first language and Chinese. They are supported to use Chinese as much as possible for classroom routines and interactions, structured learning tasks and language experimentation and practice. English is predominantly used for discussion, clarification, explanation, analysis and reflection.

Communicating

Socialising

Participate in oral interactions with the teacher and peers, experimenting with simple modelled descriptive and expressive language to exchange information about their home and places in their local community, for example, 我的房间很大；我喜欢看书；我的花园很漂亮；我星期六去图书馆

Seek permission from the teacher or peers to participate in activities or to be excused, for example, 我可以去厕所吗?；我可以去喝水吗？ (ACLCHC033)
L, N, C, P, IU

Collaborate with peers in guided written tasks to present personal information and relate experiences about their home and places in their local community, through photo-stories, emails and text messages for new classmates or for a class blog, for example,
我的卧室很小。卧室里有，有一张白色的书桌，一把黑色的椅子和一张蓝色的床。 (ACLCHC034)
L, ICT, C, P, IU

Informing

Gather and compare information and supporting details from a range of spoken and visual texts related to their personal and social worlds (ACLCHC035)
L, N, ICT, C, P

Locate and convey key points in written informative texts related to their personal and social worlds, summarising the points to report to known audiences using learnt words, phrases and characters (ACLCHC036)
L, N, ICT, C

Creating

Share responses to characters in short imaginative texts such as popular songs, stories, television programs or music videos and create simple spoken imaginative texts (ACLCHC037)
L, C, P, IU

Create written imaginative texts, sequencing events, using scaffolded models of texts, learnt characters or word lists for support (ACLCHC038)
L, ICT, C, P, IU

Understanding

Systems of language

Recognise and discriminate between homonyms in Chinese, for example, shì- 是 and 室，relying on contextual cues to assist understanding

Recognise that some *Pinyin* with different tones change the meaning of the word shì 是 and shí 十

Understand that the meaning of spoken language can be changed by using different tones (ACLCHU042)
L, C

Recognise the features of the Chinese writing system, identifying how character structure, position and component sequences relate the form of a character to its particular sound and meaning (ACLCHU043)
L, C

Use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes

Recognise and use grammatical features to form simple sentences, including:
- nouns 卫生间，公园
- adjectives 好、坏、大、小
- numbers
- using the joining word 和
- using measurement words 一间卧室；两把椅子
- recognising that in Chinese, verbs convey tense without conjugation, for example, explaining why 有 can mean 'have', 'had' and 'will have'
- applying processes of discourse development, including 也 and 和

Continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures (ACLCHU044)
L, C

Describe the major features of familiar text types in Chinese, including lack of word spacing or use of punctuation and variability in text direction (ACLCHU045)
L, ICT, C

Translating

Translate from Chinese to English and vice versa, simple texts used for everyday purposes, noticing which words and phrases do not readily translate and require interpretation or explanation

Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts (ACLCHC039)
L, ICT, C, IU

Reflecting

Compare ways of communicating in Australian and Chinese-speaking contexts and identify ways in which culture influences language use (ACLCHC041)
L, ICT, C, P, IU

Language variation and change

Examine how language is used to clarify roles and relationships between participants in interactions (ACLCHU047)
L, C, P, IU

Role of language and culture

Understand that Chinese is characterised by diversity in spoken and written forms (ACLCHU046)
L, C, IU

ACHIEVEMENT STANDARD

At standard, students participate in interactions in Chinese with their teacher and each other through guided tasks, class experiences, activities and transactions, to exchange information about their home and places in their community. They use simple modelled, descriptive and expressive language, with some guidance, to participate in activities, or to provide information, such as 我星期六去图书馆, through photo-stories, emails and text messages for new classmates or for a class blog. Students gather and compare most information and some supporting details from spoken and visual texts related to their personal and social worlds. They locate, summarise and convey most key points in written informative texts, using learnt words, phrases and characters, with some guidance. They share simple responses to characters in imaginative texts and create simple written imaginative texts, showing sequencing of events and using scaffolded models of texts, with guidance. Students translate, with some guidance, simple texts from Chinese to English and vice versa, showing some awareness that there are words or expressions that cannot be directly translated between languages. They use dictionaries, with some guidance, and word lists to translate short familiar texts. Students identify some ways in which culture influences language use and compare with guidance, ways of communicating in Australian and Chinese-speaking contexts.

Students are becoming more familiar with the systems of the Chinese language, identifying and discriminating between most familiar homonyms, with some guidance. They identify, and sometimes apply when speaking, some familiar *Pinyin*/language that changes meaning depending on the tone mark. Students identify some of the features of the Chinese writing system and how the form of a character relates to its sound and meaning. They recognise and use vocabulary and elements of grammar with a satisfactory level of accuracy. Students form simple sentences using nouns, adjectives, numbers, the joining word 和, and measurement words. They recognise that in Chinese, verbs convey tense without conjugation, such as explaining why 有 can mean 'have', 'had' and 'will have,' and apply processes of discourse development, including 也 and 和. Students talk about how the Chinese language works using some Chinese terms, with guidance, and explore some features of familiar text types in Chinese. They describe how language is used to clarify roles and relationships between participants, and identify some ways in which Chinese is different in spoken and written forms.

YEAR 6 LANGUAGES SYLLABUS

YEAR LEVEL DESCRIPTION

Year 6 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 5 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture. Students gain greater independence and become more conscious of their peers and social context. As they gain a greater awareness of the world around them they also become more aware of the similarities and differences between the Chinese language and culture and their own.

Students communicate in Chinese, participating in oral interactions with others to exchange information and relate experiences about planning and organising social activities and events. They participate in guided written tasks to plan events or activities, organise displays or develop projects for a shared event. Students gather, classify, compare and respond to information and supporting details from a range of texts related to personal and social worlds. They share and compare responses to characters, events and ideas in a variety of imaginative texts and create simple spoken imaginative texts. Students create or reinterpret, for different audiences, written imaginative texts, describing characters and plotting a storyline.

Students are becoming more familiar with the systems of the Chinese language, using *Pinyin* to record the sound of phrases or sentences with greater accuracy. They use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes. They recognise and use grammatical features to form sentences to express details. Students continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures.

Students understand that the Chinese is characterised by diversity in spoken and written forms. They also explore values and beliefs across cultures and identify how cultural values are expressed through language. In Year 6 students continue to widen their social networks, experiences and communication repertoires in both their first language and Chinese. They are encouraged to use Chinese as much as possible for interactions, structured learning tasks and language experimentation and practice.

CONTENT DESCRIPTIONS

Communicating

Socialising

Participate in oral interactions with others, using simple modelled descriptive and expressive language, to exchange information and relate experiences about planning and organising future social activities and events, for example, a birthday party, a shopping trip or a visit from a sister school

Respond to the teacher's questions with actions or answers, for example, answering the question 做完了吗？ (ACLCHC033)
L, N, C, P, IU

Participate in guided written tasks to plan future events or activities, organise displays, develop projects or budget for a shared event, through emails, descriptions of a place, invitations, publicity fliers, or photo-stories (ACLCHC034)
L, N, ICT, C, P, IU

Informing

Gather, classify, compare and respond to information and supporting details from a range of spoken and visual texts related to their personal and social worlds (ACLCHC035)
L, N, ICT, C, P

Locate and convey key information in a range of written and digital informative texts, related to their personal and social worlds using learnt words, phrases and characters (ACLCHC036)
L, N, ICT, C

Creating

Share and compare responses and express personal opinions to characters, events and ideas in a variety of short imaginative texts, identify cultural elements and create simple spoken imaginative texts (ACLCHC037)
L, C, P, IU

Create or reinterpret for different audiences, written imaginative texts, describing characters, plotting a storyline, using images for effect and sequencing events (ACLCHC038)
L, ICT, C, P, IU

Understanding

Systems of language

Use *Pinyin* to record the sound of phrases or sentences with greater accuracy (ACLCHU042)
L, C

Apply knowledge of character to learn to read and write new characters and develop strategies for learning, for example, making connections between characters with a common component (你、他、们) (ACLCHU043)
L, C
Use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes

Recognise and use grammatical features to form sentences to express details such as the time, place and manner of an action and to sequence ideas, including:

- comparing the use of tenses in English and Chinese, for example, how future tense is often expressed through time phrases in Chinese, for example, 我明天去北京；下个星期去上海
- identifying the use of adverbial phrases and extending understanding of sentence structure using subject–time–place–manner–verb–object, for example, 我星期一上学；我在澳大利亚上学；
我走路上学
- examining the clauses of a sentence in Chinese and noticing how they are linked coherently, for example, 他叫王晓明；他；是我的朋友 (i.e. no subject/pronoun)
- applying processes of discourse development, including joining (也、和), contrasting (但是) and sequencing (就) information

Continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures (ACLCHU044)
L, C

Notice how the features and conventions of text organisation vary according to audience, purpose and context, for example, digital, online or face to face (ACLCHU045)
L, ICT, C

Translating

Translate and interpret simple texts, identifying actions, words and phrases that do not readily translate into English and expand descriptions or give examples where necessary to assist meaning

Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource (ACLCHC039)
L, ICT, C, IU

Reflecting

Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments (ACLCHC041)
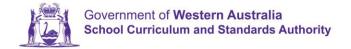L, ICT, C, P, IU

Language variation and change

Explore values and beliefs across cultures and identify how cultural values are expressed through language (ACLCHU047)
L, C, P, IU

Role of language and culture

Understand that Chinese is characterised by diversity in spoken and written forms (ACLCHU046)
L, C, IU

ACHIEVEMENT STANDARD

At standard, students participate in oral interactions and guided writing tasks in Chinese through collaborative tasks, class experiences, activities and transactions, to exchange some information and recount some experiences about planning and organising future social events. They use simple modelled descriptive and expressive language with some guidance when collaborating with peers in guided tasks to organise displays, develop projects or budget for a shared event through emails, descriptions of a place, invitations, publicity fliers, or photo-stories. They gather, classify, compare and respond to most information and some supporting details from spoken and visual texts related to their personal and social worlds. They locate some key information in written texts and convey using learnt words, characters and phrases. Students identify, with some guidance, some cultural elements, share and compare responses, and express some opinions about characters, events and ideas in simple imaginative texts. They create or adapt, with some guidance, imaginative texts for different audiences, describing characters, plotting storylines and sequencing events. They identify some familiar words and phrases in simple texts that do not translate directly in English and interpret/translate them, with some guidance. Students experiment with and discuss the usefulness of various forms of dictionaries. They engage in intercultural experiences, describing simply, some aspects of language and culture that are unfamiliar, and discuss their own reactions and adjustments.

Students are becoming more familiar with the systems of the Chinese language, explaining and applying features of intonation, pronunciation and writing conventions used in different contexts and types of texts with a satisfactory level of accuracy. They use vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts, with a satisfactory level of accuracy. Students recognise and use grammatical features to form sentences to express details, such as the time, place and manner of an action, and to sequence ideas. They compare the use of tenses in English and Chinese, such as how future tense is often expressed through time phrases in Chinese. They identify the use of adverbial phrases and extend understanding of sentence structure using subject-time-place-manner-verb-object, such as 我星期一上学 and 我在澳大利亚上学. Students examine the clauses of a sentence in Chinese and notice how they are linked coherently. They apply processes of discourse development, such as joining (也、和), contrasting (但是) and sequencing (就) information. They explore, with guidance, values and beliefs across cultures, and identify ways in which cultural values are expressed through language. Students identify some ways in which Chinese is different in spoken and written forms.

Year 7 Languages Syllabus

Year Level Description

Year 7 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 6 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture. Some students begin Year 7 with proficiency in languages other than Chinese and bring existing language learning strategies and intercultural awareness to the new experience of learning Chinese. Their growing textual knowledge, developed through English literacy, supports their developing Chinese literacy. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

Students communicate in Chinese, initiating and participating in spoken and written interactions with peers and known adults to talk about, give opinions, share thoughts and feelings on people, social events and school experiences. They engage in written interactions with peers and others to exchange information, plan activities or social events. Students access and summarise key information and supporting details from spoken texts and locate, classify and organise key points of information from written texts related to aspects of their personal and social worlds. They respond to a range of imaginative texts, identifying how features of performance convey different emotions and attitudes and apply this knowledge to their own oral performances and texts. They create and perform simple individual and shared written imaginative texts that involve imagined characters and places to entertain peers and younger audiences.

Students better understand the systems of the Chinese language, examining differences in sounds and tones in oral discourse and understanding of familiar radicals and phonetic sides when reading unfamiliar texts. They extend their knowledge of context-related vocabulary and identify features of grammar to organise and sequence ideas when encountered in familiar expressions and scaffolded language contexts. Students use metalanguage to describe the distinctive spoken and written language system of Chinese.

In Year 7 students reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted. The practice of reviewing and consolidating prior learning is balanced against the provision of engaging and relevant new experiences and connections.

CONTENT DESCRIPTIONS

Communicating

Socialising

Initiate and participate in spoken interactions with peers and known adults, using modelled expressive and descriptive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, 我今年上七年级；你是哪国人？；我喜欢上学；你喜欢学习汉语吗？(ACLCHC049)
L, N, C, P, IU

Engage in written interactions with peers and other familiar participants to plan activities or social events, exchange information such as hosting a Chinese class or visitor, preparing for a real or virtual school event, trip or excursion

Share information about life in different cultural contexts, expressing ideas and opinions, for example, 中国人喜欢吃米饭，澳大利亚人喜欢吃面包，你呢？ (ACLCHC050)
L, ICT, C, P, IU

Informing

Access and summarise key information and supporting details from spoken texts related to aspects of their personal and social worlds (ACLCHC051)
L, N, C, IU

Locate, classify and organise key points of information from written texts related to aspects of their personal and social worlds and re-present this information for known audiences (ACLCHC052)
L, N, C, IU

Creating

Respond to a range of performance-based imaginative texts, identifying how features of performance, including the use of posture, movement, voice, images and sound, are used to convey different emotions and attitudes and apply this knowledge to their own oral performances and texts (ACLCHC053)
L, C, P, IU

Create and perform simple, individual and shared written imaginative texts that involve imagined characters and places, to describe experiences and to entertain peers and younger audiences (ACLCHC054)
L, C, P, IU

Understanding

Systems of language

Examine differences in sounds and tones heard in oral discourse, including the range of vowel and consonant combinations, for example, '*qin*' versus '*qing*' and '*chi*' versus '*ci*' (ACLCHU058)
L, C

Interpret texts by estimating the probable sound and meaning of characters based on understanding of familiar radicals and phonetic sides when reading unfamiliar texts, for example, 鸡，鸭，鹅，莺，但, 担, 旦, 胆

Use metalanguage to describe the distinctive spoken and written language system of Chinese (ACLCHU059)
L, C

Extend knowledge of context-related vocabulary and identify features of grammar to organise and sequence ideas in simple spoken and written texts, including:
* how clauses of a sentence are linked coherently, joining, contrasting and sequencing ideas and information
* using alternative language to clarify intended meaning, for example, saying 我不胖不瘦 when they don't know the phrase 中等身材
* comparing ways in which tense is expressed in Chinese and applying, for example, 了 to indicate completion; 完 to indicate the achievement of a desired result; 想 to indicate intention; verb negation 没有 to indicate incomplete past and 正在 to indicate action in progress
* using different ways to negate ideas depending on degree of formality or emphasis, for example, 我不是…；我不能…；不行；…别
(ACLCHU044) (ACLCHU060)
L, C

Identify the structures and key features of familiar texts in Chinese such as language choice, focus of information and paragraphing, to explain the relationship between the language and structure used and the purpose of the text (ACLCHU061)
L, C

Translating

Translate short phrases and texts for different audiences varying the language to explain key points for these different audiences (ACLCHC055)
L, ICT, C, IU

Reflecting

Interact and engage with members of the Chinese-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events

Consider their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, impacts on identity and communication (ACLCHC057)
L, C, P, IU

Language variation and change

Explore the ways in which Chinese language use is fostered among local communities and the use of Chinese in local media (ACLCHU062)
L, C, IU

Explain the dynamic nature of the Chinese language by exploring examples of types of simplifications and ways of associating traditional characters with known simplified forms, for example, whole simplifications （为–為), part substitutions (汉–漢) and half simplifications (说–說) (ACLCHU078)
L, C, IU

Understand that Chinese, like other languages, has evolved and developed through different periods of influence and change (ACLCHU063)
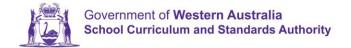L, ICT, C, IU

Role of language and culture

Reflect on how language use varies between communities and how communication is shaped by a community's geographical location, languages and cultures (ACLCHU064)
L, C, IU

ACHIEVEMENT STANDARD

At standard, students initiate and participate in spoken and written interactions in Chinese with others through collaborative tasks, activities and transactions to exchange information on people, social events and school experiences. They use modelled descriptive and expressive language to talk about, give opinions and share thoughts and feelings, such as 我今年上七年级 and 你喜欢学习汉语吗？ Students engage in written interactions to plan Chinese activities or social events, as well as share and exchange information about life in different cultural contexts, expressing some ideas and opinions. Students identify and summarise most key information, and some supporting details, from spoken texts related to their personal and social worlds. They locate, classify and organise most key points of information from written texts related to aspects of their personal and social worlds and re-present this information for known audiences. Students respond to a range of performance-based imaginative texts, identifying how features of performance are used to convey different emotions and attitudes and apply this knowledge to their own oral performances and texts. They create and perform simple, individual and shared imaginative texts with imagined characters and places, to describe experiences and to entertain peers and younger audiences. They translate, mostly accurately, short phrases and texts for different audiences, at times varying the language to explain key points for these different audiences. Students interact and engage with Chinese speakers to share and compare some aspects of culture that affect communication, and notice how their own culture impacts on language use. They also consider how their biography influences their identity and communication.

Students better understand the systems of the Chinese language, examining differences in sounds and tones heard in oral discourse, including the range of vowel and consonant combinations. They interpret texts by estimating the probable sound and meaning of characters based on understanding of familiar radicals and phonetic sides when reading unfamiliar texts. They discuss how the Chinese language works, using metalanguage to describe the distinctive spoken and written language system of Chinese. Students use some knowledge of character components and how they can be used to categorise vocabulary. Students use familiar vocabulary and apply elements of grammar, with a satisfactory level of accuracy. They show how clauses of a sentence are linked coherently, joining, contrasting and sequencing ideas and information. They use alternative language to clarify intended meaning, for example, saying 我不胖不瘦 when they don't know the phrase 中等身材, and compare ways in which tense is expressed in Chinese and applying, for example, 了 to indicate completion; 完 to indicate the achievement of a desired result; 想 to indicate intention; verb negation 没有 to indicate incomplete past and 正在 to indicate action in progress. Students use different ways to negate ideas depending on degree of formality or emphasis. Students identify the structures and key features of familiar texts in Chinese to explain the relationship between the language and structure used and the purpose of the text. They explore the ways in which Chinese language use is fostered among local communities and the use of Chinese in local media. Students discuss the dynamic nature of the Chinese language by exploring examples of types of simplifications and ways of associating traditional characters with known simplified forms. They reflect on how Chinese, like other languages, has evolved and developed through different periods of influence and change. Students reflect on how language use varies between communities and how communication is shaped by a community's geographical location, languages and cultures.

YEAR 8 LANGUAGES SYLLABUS

YEAR LEVEL DESCRIPTION

Year 8 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 7 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture. Students may need encouragement to take risks in learning a language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.

Students communicate in Chinese, initiating and maintaining spoken and written interactions with peers and known adults to share ideas, views and experiences of family and community activities, social events, special occasions and milestones. They engage in written interactions and activities with peers and others that involve planning, considering options and solving problems. Students access, summarise and share key information from a range of texts and present them in different formats for the intended audience. They organise and present information in texts related to aspects of their personal and social worlds, using descriptive and expressive language. Students respond to aspects of performance-based imaginative texts and express opinions about these aspects in their own oral performances and texts. They create and perform written imaginative texts to describe experiences to enrich the visual or listening experience.

Students better understand the systems of the Chinese language, examining differences in sounds and tones heard in oral discourse and interpret texts by inferring meaning. They extend knowledge of context-related vocabulary and identify and apply features of grammar to organise, sequence and connect ideas in spoken and written texts. Students use metalanguage to describe the distinctive spoken and written language system of Chinese.

Students are encouraged to participate in intercultural interactions with members of the Chinese-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses.
In Year 8 students are supported to develop increasing autonomy as language learners and users, to self-monitor and peer-monitor and to adjust language in response to their experiences in different contexts. Chinese language is being used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion.

CONTENT DESCRIPTIONS

Communicating

Socialising

Initiate and maintain spoken interactions with peers and known adults, using modelled expressive and descriptive language to share ideas, views and experiences of family and community activities, social events, special occasions and milestones, for example,

中国人春节喜欢穿红色的衣服和吃饺子；
澳大利亚人圣诞节喜欢… (ACLCHC049)
L, N, C, P, IU

Engage in written interactions and activities with peers and other familiar participants that involve planning, sharing ideas and views considering options, inviting, negotiation of arrangements and solving problems

Compare opinions on and attitudes towards different cultures such as 我喜欢上学，因为…；
我最喜欢数学 (ACLCHC050)
L, N, ICT, C, P, IU

Informing

Access, summarise and share key ideas and information and opinions from a range of spoken texts related to their personal and social worlds and present them in different formats for the intended audience (ACLCHC051)
L, N, C, IU

Organise and present information from a range of written texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences (ACLCHC052)
L, N, C, IU

Creating

Respond to a range of performance-based imaginative texts, observing how characters, emotions and attitudes are portrayed and express opinions about these aspects in their own oral performances and texts (ACLCHC053)
L, C, P, IU

Create and perform a range of written imaginative texts to describe experiences that involve imagined contexts and characters such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening experience (ACLCHC054)
L, C, P, IU

Understanding

Systems of language

Examine differences in sounds and tones heard in oral discourse such as the diverse meanings of words that share similar sounds, for example, the many meanings of the sound 'shi' and learning how to differentiate between 同音词 (homonyms) and 近音词 (near-syllable words) in different contexts, for example, 买东西/卖东西 (ACLCHU058)
L, C

Interpret texts by inferring meaning from common character components or position of components and analyse how reliable this method is in translating

Use metalanguage to describe the distinctive spoken and written language system of Chinese (ACLCHU059)
L, C

Extend knowledge of context-related vocabulary and identify and apply features of grammar to organise, sequence and connect ideas in spoken and written texts, including:
* exploring the use of diverse time expressions and ways to sequence events in time and applying in their own language use, for example, 先…然后；一…就…；…了；就…；才；第一；然后
* comparing and applying the functions of prepositions and discussing the importance of context when determining their meaning in texts, for example, 跟，对，给
* exploring and applying the use of conjunctions to sequence and connect ideas when constructing texts, for example,不但…而且…；虽然…但是…
* using different ways to negate ideas depending on degree of formality or emphasis, for example, 我不是…；我哪儿有…？；我没有办法…；我不能…；不行；…别；…不可以
(ACLCHU060)
L, C

Analyse how authors adjust features of different text types for different purposes and audiences (ACLCHU061)
L, C

Translating

Translate and interpret texts and compare their own translation to peers', reflecting on challenges associated with transferring meaning and concepts from one language to another (ACLCHC055)
L, ICT, C, IU

Reflecting

Participate in intercultural interactions with members of the Chinese-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflect on adjustments made as a result of reactions and responses

Consider how their own biography impacts on identity and communication and shapes their own intercultural experiences
(ACLCHC057)
L, C, P, IU

Language variation and change

Investigate the extent and dynamic nature of Chinese language use locally and globally (ACLCHU062)
L, ICT, C

Explain how the Chinese language is constantly expanding to include new words and expressions in response to social and technological changes (ACLCHU063)
L, ICT, C, IU

Role of language and culture

Compare and reflect on how cultural contexts influence the way language is used within and across communities
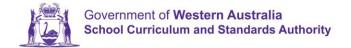(ACLCHU064)
L, C, IU

Achievement Standard

At standard, students initiate and maintain spoken interactions in Chinese with others through collaborative tasks, activities and transactions to exchange information on family and community activities, social events, special occasions and milestones. They use modelled descriptive and expressive language to share ideas, views and experiences, such as 中国人春节喜欢穿红色的衣服和吃饺子 and 澳大利亚人圣诞？ They participate in written interactions and activities that involve planning, sharing ideas and views by considering options, making arrangements and solving problems, as well as comparing opinions on, and attitudes towards, different cultures. Students identify and share some key ideas, information and opinions from spoken texts related to their personal and social worlds, and present them in different formats for their intended audience. They list and present some information from written texts related to aspects of their personal and social worlds, using mostly rehearsed descriptive and expressive language to compare perspectives and experiences. Students respond to a range of performance-based imaginative texts, observing how characters, emotions and attitudes are portrayed, and express opinions about these aspects in their own oral performances and texts. They create and perform a range of simple written texts to describe experiences with imagined contexts and characters, selecting mostly appropriate language, rhythms and images to enrich the visual or listening experience. Students translate and interpret texts, with some inaccuracies, and compare their own translation to peers', reflecting on challenges associated with transferring meaning and concepts from one language to another. Students interact and engage with Chinese speakers to share and compare some aspects of culture that affect communication, and notice how their own culture impacts on language use. They also consider how their biography influences their identity and communication.

Students better understand the systems of the Chinese language, examining differences in sounds and tones heard in oral discourse, such as the diverse meanings of words that share similar sounds. They interpret texts by inferring meaning from common character components or position of components and analyse how reliable this method is in translating. Students discuss how the Chinese language works, using metalanguage to describe the distinctive spoken and written language system of Chinese. They use familiar vocabulary and apply elements of grammar, with a satisfactory level of accuracy. Students explore the use of diverse time expressions and ways to sequence events in time and apply in their own language use, for example, 先…然后；一…就…；…了；就…；才；第一；然后. Students compare and apply the functions of prepositions and discuss the importance of context when determining their meaning in texts. They explore and apply the use of conjunctions to sequence and connect ideas when constructing texts. They use different ways to negate ideas depending on degree of formality or emphasis, for example, 我不是…；我哪儿有…？；我没有办法…；我不能…；不行；…别；…不可以. Students analyse, in part, how authors adjust features of different text types for different purposes and audiences. They investigate the extent and dynamic nature of Chinese language use locally and globally, and explain how the Chinese language is constantly expanding to include new words and expressions in response to social and technological changes. Students compare and reflect on some ways in which cultural contexts influence the way language is used within and across communities.

YEAR 9 LANGUAGES SYLLABUS

YEAR LEVEL DESCRIPTION

Year 9 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 8 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture.

Students communicate in Chinese, initiating and participating in sustained interactions to share and compare personal opinions about aspects of childhood, teenage life and relationships. They engage in extended written interaction and activities about events or experiences. Students analyse ideas and information from a range of texts, identifying ways in which emotions, intentions and ideas are expressed. They collate and present in written form different perspectives related to aspects of their personal and social worlds and identify context, purpose and intended audience. Students engage with imaginative performance-based texts, sharing opinions on characters and plot, comparing themes and content with English language texts and utilise these to create and perform their own imaginative texts. They create written imaginative texts that express aspects of Chinese culture for different audiences.

Students understand the systems of the Chinese language, exploring the role of emphasis, stress and rhythm to express subtle meanings in interactions. They increase control of context-related vocabulary and extend knowledge of grammatical elements. Students use metalanguage to describe the distinctive spoken and written language system of Chinese.

Students increasingly monitor language choices when using Chinese, comparing and reflecting on how cultural contexts influence the way language is used within and across communities.

In Year 9 learning is characterised by consolidation and progression. Students are provided with new challenges and engage in some independent learning experiences, always supported by modelling, scaffolding and monitoring.

CONTENT DESCRIPTIONS

Communicating

Socialising

Initiate and participate in spoken interactions, using informative and descriptive language to share and compare personal opinions about aspects of childhood, teenage life and relationships, for example, 中国学生的作业比澳大利亚学生的多；他们喜欢在周末看电影；澳大利亚学生喜欢在周末运动；我喜欢上网交朋友，你呢？ (ACLCHC065)
L, C, P, IU

Engage in extended written interaction and activities about events or experiences such as aspects of childhood, teenage life and relationships, referring to information stated, or requesting or providing further details (ACLCHC066)
L, ICT, C, P, IU

Informing

Analyse ideas and information from a range of spoken texts related to aspects of their personal and social worlds, identifying the different ways in which emotions, intentions and ideas are expressed (ACLCHC067)
L, N, ICT, C, P, IU

Collate and present in written form different perspectives related to aspects of their personal and social worlds and identify context, purpose and intended audience (ACLCHC068)
L, N, ICT, C, IU

Creating

Engage with imaginative performance-based texts such as popular television programs, Chinese songs and plays, sharing opinions on characters and plot, comparing themes and content with English language texts created for similar audiences and utilise this to create and perform their own texts (ACLCHC069)
L, C, P, IU

Create written imaginative texts that express aspects of Chinese culture for different audiences (ACLCHC070)
L, C, P, IU

Translating

Translate and/or interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts (ACLCHC071)
L, C, IU

Understanding

Systems of language

Explore the role of emphasis, stress and rhythm to express subtle meanings in interactions (ACLCHU074)
L, C

Use knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters

Use metalanguage to describe the distinctive spoken and written language system of Chinese (ACLCHU075)
L, C

Increase control of context-related vocabulary and extend grammatical knowledge, including:

- comparing the use of words that rely on interpretation of context to convey the intended meaning such as 让、给，comparing extracts from a range of spoken and written texts which use the same word in a different way
- expressing conditions, for example, 如果…就 ；expressing cause and effect, for example, 为了… and expressing the condition, quality or result of an action, for example, 坐得下、说得对、做完、买到
- examining the use of noun phrases in Chinese and experimenting with omitting nouns (zero subjects) when communicating, for example, 吃饭了吗？
- experimenting with the use of 成语 (Chinese set expressions) and famous sayings to substantiate ideas in Chinese
- experimenting with 的 as a subject modifier to express ideas that would contain relative clauses in English, for example, 我妈妈做的饭很好吃

(ACLCHU076)
L, C

Identify the purposes, text structures and language features of traditional and contemporary Chinese texts (ACLCHU077)
L, C, IU

Reflecting

Monitor language choices when using Chinese, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives

Investigate and share their own family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity (ACLCHC073)
L, C, P, IU

Language variation and change

Explore how the Chinese language continues to adapt over time and is influenced by local and global contexts and cultures such as the use of acronyms and English words and how Chinese authorities are trying to limit the use of these terms in the media (ACLCHU078)
L, C, IU

Explain the influence of language on people's actions, values and beliefs and seek to appreciate the scale and importance of linguistic diversity in groups and cultures (ACLCHU079)
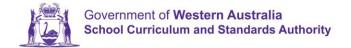L, ICT, C, IU

Role of language and culture

Explore how language choices reflect cultural practices and values, for example differences in the use and frequency of 'thank you' and 谢谢, that can be difficult for speakers of other languages to interpret (ACLCHU080)
L, C, P, IU

ACHIEVEMENT STANDARD

At standard, students initiate, in part, and participate in spoken interactions in Chinese with others through collaborative tasks, activities and transactions to exchange information on aspects of childhood, teenage life and relationships. They use familiar descriptive and expressive language to share and compare personal opinions, such as 中国学生的作业比澳大利亚学生的多 and 我喜欢上网交朋友，你呢？ They engage in written interactions and activities, in simple characters, *Pinyin* and some English, about aspects of childhood, teenage life and relationships, referring to information stated, or requesting or providing further details. Students analyse key ideas and information from a range of spoken texts related to aspects of their personal and social worlds, and identify the different ways in which emotions, intentions and ideas are expressed. They collate and present, in written form, some different perspectives related to aspects of their personal and social worlds and identify context, purpose and intended audience. Students engage with imaginative performance-based texts, sharing opinions on characters and plot, comparing themes and content with English language texts created for similar audiences, and utilise these to create and perform their own texts. They create simple imaginative written texts that describe aspects of Chinese culture for different audiences. Students translate and interpret, with some accuracy, a range of texts, and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts. They monitor their language choices when using Chinese, and consider their own and others' responses and reactions in intercultural communication. Students question some assumptions and values and, occasionally, modify their language and behaviours in relation to different cultural perspectives. They also investigate and share family and cultural traditions and experiences, considering how these have shaped, and continue to shape, personal and cultural identity.

Students better understand the systems of the Chinese language, exploring the role of emphasis, stress and rhythm to express subtle meaning in interactions. They apply basic knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters. Students discuss how the Chinese language works, using metalanguage to describe the distinctive spoken and written language system of Chinese. They use familiar vocabulary and apply elements of grammar, with a satisfactory level of accuracy. Students compare the use of words that rely on interpretation of context to convey the intended meaning, such as 让、给, comparing extracts from a range of spoken and written texts which use the same word in a different way. They express conditions, for example, 如果…就; expressing cause and effect, for example, 为了… and expressing the condition, quality or result of an action, for example, 坐得下、说得对、做完、买到. Students experiment with the use of 成语 (Chinese set expressions) and famous sayings to substantiate ideas in Chinese. Students experiment with 的 as a subject modifier to express ideas that would contain relative clauses in English. They explain the purpose, structures and some language features of contemporary texts in Chinese. Students explore how the Chinese language continues to adapt over time and is influenced by local and global contexts and cultures. They explain, with some examples, the influence of language on people's actions, values and beliefs, and seek to appreciate the scale and importance of linguistic diversity in groups and cultures. Students explore how language choices reflect cultural practices and values that can be difficult for speakers of other languages to interpret.

YEAR 10 LANGUAGES SYLLABUS

YEAR LEVEL DESCRIPTION

Year 10 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 9 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture. Students require continued guidance and mentoring at this stage of their language learning, but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and prospects, including how the Chinese language may feature in these.

Students communicate in Chinese, initiating and participating in sustained spoken interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues. They engage in sustained written interaction and activities, exchanging information, solving problems and managing diverse views. Students analyse, synthesise and evaluate ideas and information and they collate and present in written form a range of perspectives on texts related to aspects of their personal, natural and social worlds. Students engage with and respond to a range of imaginative performance-based texts. They create written imaginative texts that express aspects of Chinese culture for different audiences.

Students understand the systems of the Chinese language, explaining differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions. They increase control of context-related vocabulary and analyse how grammatical elements such as exploring the ways in which language can be manipulated to make ideas more objective, impact on the making of meaning in texts. Students use metalanguage to describe the distinctive spoken and written language system of Chinese.

Students understand that Chinese language and culture have evolved and continue to change and understand that language use has the power to influence social relationships, beliefs and values.

In Year 10 students are challenged with more independent learning experiences, however, these experiences continue to be supported with scaffolding and monitoring.

CONTENT DESCRIPTIONS

Communicating

Socialising

Initiate and participate in sustained spoken interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues, for example, 为什么学中文很重要？;我不太同意你的说法，因为…你觉得呢？;虽然你说得对，但是…所以我觉得… (ACLCHC065)
L, C, P, IU

Engage in sustained written interaction and activities about contemporary culture and social issues, for example, the importance of China to Australia's economy, ways to promote a better understanding of China in Australian schools, protecting the environment or utilising technology, exchanging information, requesting clarification or confirmation, solving problems and managing diverse views such as 澳洲人对中国的印象是…
(ACLCHC066)
L, ICT, C, P, IU

Informing

Analyse, synthesise and evaluate ideas and information from a range of perspectives in spoken texts related to contemporary culture and social issues, identifying how context and culture affect how information is presented (ACLCHC067)
L, N, ICT, C, P, IU

Collate and present in written form a range of perspectives on texts related to aspects of their personal, natural and social worlds and identify how context and culture affect how information is presented (ACLCHC068)
L, N, ICT, C, IU

Creating

Engage with a range of imaginative performance-based texts and respond by discussing attitudes portrayed, expressing opinions, explaining themes, discussing characters and considering language use and cultural meanings and apply this to create and perform their own spoken imaginative texts (ACLCHC069)
L, C, P, IU

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 cannot (ACLCHC070)
L, C, P, IU

Understanding

Systems of language

Explain differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions (ACLCHU074)
L, C

Examine and explain the relationships between characters and word meanings when encountering new vocabulary

Use metalanguage to describe the distinctive spoken and written language system of Chinese (ACLCHU075)
L, C

Increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning in texts, including:
- justifying opinions and building logical arguments by expressing additional information and providing reasons, for example, using 不但……而且…… ; 除了……以外 ; 另外，and introducing contrasting views to others using elements such as cohesive devices, for example, 不是……而是……；不过，虽然……但是……
- exploring the ways in which language can be manipulated to make ideas more objective, for example, removal of personal pronouns and opinions
- experimenting with the use of 成语 (Chinese set expressions) and famous sayings to substantiate ideas in Chinese
- experimenting with 的 as a subject modifier to express ideas that would contain relative clauses in English, for example, 我昨天买的书不太贵
(ACLCHU076)
L, C

Compare the purposes, text structures and language features of traditional and contemporary Chinese texts (ACLCHU077)
L, C, IU

Language variation and change

Explain how Chinese language and culture have evolved and continue to change and understand that language use has the power to influence social relationships, beliefs and values
(ACLCHU078)
L, C, IU

Translating

Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another (ACLCHC071)
L, C, IU

Reflecting

Reflect on the experience of learning and using Chinese, considering how intercultural communication involves taking responsibility for contributing to mutual understanding by modifying language and behaviours in relation to cultural perspectives

Explore and express their own cultural identity and ability to act as a cultural mediator between Chinese speakers and Australians (ACLCHC073)
L, C, P, IU

Explain how language defines people's roles as outsiders or insiders in groups and cultures, for example, 老外、华侨、华裔、大陆人、华人、中国人、少数民族
(ACLCHU079)
L, ICT, C, IU

Role of language and culture

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, for example, 你能不能帮我一点忙？对不起，我没有空；您找谁？你爸爸在家吗？
(ACLCHU080)
L, C, P, IU

ACHIEVEMENT STANDARD

At standard, students initiate and participate in sustained spoken and written interactions in Chinese with others through collaborative tasks, activities and transactions to provide information on young people's experiences and interest in contemporary culture and social issues, such as 我不太同意你的说法 and 但是…所以我觉得…. They use familiar descriptive and expressive language, in formal and some informal exchanges, to exchange information, request clarification or confirmation, solve problems and manage diverse views. Students analyse, synthesise and evaluate some ideas and information from a range of perspectives in spoken texts related to aspects of their personal, natural and social worlds, and identify most of the ways that context and culture affect how information is presented. They collate and present in written form a range of perspectives on texts related to aspects of their personal, natural and social worlds, and identify most of the ways that context and culture affect how information is presented. Students engage with imaginative performance-based texts and respond by discussing attitudes portrayed, expressing opinions, explaining themes, discussing characters and considering language use and cultural meanings, and apply these to create and perform their own spoken imaginative texts. They create simple 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 cannot. When translating and interpreting from one language to another, students describe how cultural perspectives and concepts have been represented. They describe the experience of learning and using Chinese, considering how intercultural communication involves taking responsibility by modifying language and behaviours. They also explore and express their own cultural identity and ability to act as a cultural mediator between Chinese speakers and Australians.

Students better understand the systems of the Chinese language, explaining, in part, differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions. They examine and explain, in part, the relationships between characters and word meanings when encountering new vocabulary. Students use metalanguage to describe the distinctive spoken and written language system of Chinese. In spoken and written texts, students use familiar vocabulary, with a satisfactory level of accuracy. They analyse how elements of grammar impact on the making of meaning in texts, including justifying opinions and building logical arguments by expressing additional information and providing reasons, for example, using 不但…而且…；除了…以外；另外, and introducing contrasting views to others using elements, such as cohesive devices, for example, 不是…而是…；不过，虽然…但是…. Students explore the ways in which language can be manipulated to make ideas more objective, for example, the removal of personal pronouns and opinions. They experiment with the use of 成语 (Chinese set expressions) and famous sayings to substantiate ideas in Chinese. Students experiment with 的 as a subject modifier to express ideas that would contain relative clauses in English, for example, 我昨天买的书不太贵. They compare the purposes, text structures and language features of traditional and contemporary Chinese texts. Students explain how Chinese language and culture have evolved and continue to change over time, and identify how language use has the power to influence social relationships, beliefs and values. They explain how language defines people's roles as outsiders or insiders in groups and cultures. Students analyse the ways in which language choices reflect cultural practices and values, and describe how language is used to express familiarity and distance between participants in interactions.