



## CHINESE: SECOND LANGUAGE – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Communicating</b>							
<b>Socialising</b>	<p>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</p> <p>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</p> <p>Respond to teacher talk and instructions, for example, 站起来 and 请坐</p>	<p>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</p> <p>Express gratitude and apologies, for example, 不用谢/不客气; 谢谢; 对不起; 没关系</p>	<p>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</p> <p>Follow simple instructions including, 排队; 请坐; 合上书; 不要说话</p>	<p>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?</p> <p>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</p>	<p>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</p> <p>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</p>	<p>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</p> <p>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?</p>	<p>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</p> <p>Respond to the teacher's questions with actions or answers, for example, answering the question 做完了吗?</p>

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	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	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	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	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	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	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?	Exchange written correspondence to present personal information and aspects of personal experience that relate to their home and places in their local community, through photo-stories, emails and text messages, for example, 我的卧室很小。卧室里有一张白色的书桌, 一把黑色的椅子和一张蓝色的床。	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
<b>Informing</b>	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

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	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 and rhymes to convey ideas related to their personal worlds	Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements orally about characters or themes	Respond to and create simple imaginative oral texts such as puppet plays, for example, <i>The 12 Chinese zodiac signs</i> 《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	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	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 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 <i>Tadpoles Looking For Their Mama</i> 《小蝌蚪找妈妈》, or <i>Pony Crossed the River</i> 《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

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<b>Translating</b>	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
<b>Reflecting</b>	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

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	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Understanding</b>							
<b>Systems of language</b>	<p>Notice <i>Pinyin</i> as the spelled-out sounds of spoken Chinese</p> <p>Notice the tonal nature of spoken Chinese and use gestures to enhance the differentiation of tones</p> <p>Recognise Chinese characters as a form of writing that is different from other forms of written expression, for example, the Roman alphabet</p>	<p>Recognise that <i>Pinyin</i> has tones and reproduce the four tones, but not always with accuracy</p> <p>Associate <i>Pinyin</i> with relevant characters taught</p> <p>Recognise how the tones can change the meaning of words, for example, 妈 <i>mā</i> and 马 <i>mǎ</i></p> <p>Recognise that each Chinese character has meaning, for example, 鱼 (fish), 鸟 (bird), 姐 (elder sister)</p> <p>Copy or trace characters with attention to stroke order and direction</p> <p>Notice the formation 上、下、左右、内外、独体字 and spacing of characters such as 朋 and 月</p>	<p>Understand that <i>Pinyin</i> has tones and reproduce the tones with increasing accuracy</p> <p>Explain the use of <i>Pinyin</i> as a learning tool to reflect the sound of Chinese spoken language</p> <p>Identify characters that make up words such as 老 / 鼠 (<i>lǎo/shǔ</i>)</p> <p>Understand that words such as 熊猫 (<i>xióng māo</i>) have two characters, with each character having a meaning and that sometimes there may be one, two or more characters to form one word</p>	<p>Recognise the components of <i>Pinyin</i> (consonant, vowel, tones)</p> <p>Recognise <i>Pinyin</i> sounds associated with individual letters and syllables, differentiating, for example, <i>chī, piě, qù, cān</i> and <i>hé</i> from English sounds for such letters and syllables</p> <p>Reproduce key Chinese characters from familiar contexts exploring character construction, including counting the number of strokes and following general rules of stroke order</p>	<p>Understand the components of <i>Pinyin</i> such as the different combinations of consonant and vowel/vowels</p> <p>Recognise and reproduce familiar or simple <i>Pinyin</i> but not always with correct tone marks</p> <p>Explore Chinese characters from familiar contexts using stroke types and sequences, component forms and their arrangement</p>	<p>Recognise and discriminate between homonyms in Chinese, for example, <i>shì</i> 是 and 室, relying on contextual cues to assist understanding</p> <p>Recognise that some <i>Pinyin</i> with different tones change the meaning of the word <i>shì</i> 是 and <i>shí</i> 十</p> <p>Understand that the meaning of spoken language can be changed by using different tones</p> <p>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</p>	<p>Use <i>Pinyin</i> to record the sound of phrases or sentences with greater accuracy</p> <p>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)</p>

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	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Notice and use context-related vocabulary to generate language</p> <p>Begin to notice some first elements of grammar, including:</p> <ul style="list-style-type: none"> <li>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</li> <li>recognising adjectives to describe how one is feeling, for example, 我很好; 我不好</li> <li>recognising and using numbers 0-5</li> <li>noticing that Chinese sentences have a particular word order</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>recognising nouns for pets and animals, for example, 狗、猫、蛇、鸟</li> <li>describing things using adjectives, for example, 黄色、棕色、小、大、长、只、红色的小鸟</li> <li>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...</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>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'</li> <li>using the third person to introduce others</li> <li>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</li> <li>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</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>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?</li> <li>identifying family members and their Chinese characters in familiar texts, for example, 爸爸、妈妈、哥哥</li> </ul> <p>Begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English</p>	<p>Recognise and use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes</p> <p>Recognise and use grammatical features to form simple sentences, including:</p> <ul style="list-style-type: none"> <li>understanding that Chinese sentences have a particular word order</li> <li>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。</li> <li>recognising and using some familiar verbs for daily routine such as 起床、去睡觉、吃、去上学、玩、学习、听音乐、读书 / 看书、看电视</li> </ul> <p>Begin to develop a metalanguage for Chinese to talk about language, using terms similar to those used in English</p>	<p>Use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes</p> <p>Recognise and use grammatical features to form simple sentences, including:</p> <ul style="list-style-type: none"> <li>nouns 卫生间、公园</li> <li>adjectives 好、坏、大、小</li> <li>numbers</li> <li>using the joining word 和</li> <li>using measurement words 一间卧室; 两把椅子</li> <li>recognising that in Chinese, verbs convey tense without conjugation, for example, explaining why 有 can mean 'have', 'had' and 'will have'</li> <li>applying processes of discourse development, including using 也 and 和</li> </ul> <p>Continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures</p>	<p>Use context-related vocabulary in simple spoken and written texts to generate language for a range of purposes</p> <p>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:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>examining the clauses of a sentence in Chinese and noticing how they are linked coherently, for example, 他叫王晓明, 是我的朋友 (i.e. no subject/pronoun)</li> </ul>

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							<ul style="list-style-type: none"> <li>applying processes of discourse development, including joining (也、和), contrasting (但是) and sequencing (就) information</li> </ul> <p>Continue to build a metalanguage for Chinese to describe patterns, grammatical rules and variations in language structures</p>
	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
<b>Language variation and change</b>	Recognise that in Chinese, as in English and other languages, there are different ways of greeting, addressing and interacting with people	Recognise that Chinese speakers use language differently in different situations such as when socialising with peers and friends or at home with the family	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	Understand that different ways of using Chinese language reflect different regions, different relationships and different ways of making meaning	Understand and demonstrate how language use varies according to the participants’ age, gender, relationship and social position and the context of use	Examine how language is used to clarify roles and relationships between participants in interactions	Explore values and beliefs across cultures and identify how cultural values are expressed through language

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<b>Role of language and culture</b>	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, <i>typhoon, tai chi, bok choy</i>	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



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	Year 7	Year 8	Year 9	Year 10
<b>Communicating</b>				
<b>Socialising</b>	<p>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?</p>	<p>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…</p>	<p>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?</p>	<p>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…</p>
	<p>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</p> <p>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?</p>	<p>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</p> <p>Compare opinions on and attitudes towards different cultures such as 我喜欢上学, 因为…; 我最喜欢数学</p>	<p>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</p>	<p>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…</p>

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	Year 7	Year 8	Year 9	Year 10
<b>Informing</b>	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
<b>Creating</b>	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

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<b>Translating</b>	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
<b>Reflecting</b>	<p>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</p> <p>Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, impacts on identity and communication</p>	<p>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</p> <p>Consider how their own biography impacts on identity and communication and shapes their own intercultural experiences</p>	<p>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</p> <p>Investigate and share their own family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity</p>	<p>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</p> <p>Explore and express their own cultural identity and ability to act as a cultural mediator between Chinese speakers and Australians</p>
<b>Understanding</b>				
<b>Systems of language</b>	<p>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'</p> <p>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</p> <p>Use metalanguage to describe the distinctive spoken and written language system of Chinese</p>	<p>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</p> <p>Interpret texts by inferring meaning from common character components or position of components and analyse how reliable this method is in translating</p> <p>Use metalanguage to describe the distinctive spoken and written language system of Chinese</p>	<p>Explore the role of emphasis, stress and rhythm to express subtle meanings in interactions</p> <p>Use knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters</p> <p>Use metalanguage to describe the distinctive spoken and written language system of Chinese</p>	<p>Explain differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions</p> <p>Examine and explain the relationships between characters and word meanings when encountering new vocabulary</p> <p>Use metalanguage to describe the distinctive spoken and written language system of Chinese</p>

## CHINESE: SECOND LANGUAGE – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
	<p>Extend knowledge of context-related vocabulary and identify features of grammar to organise and sequence ideas in simple spoken and written texts, including:</p> <ul style="list-style-type: none"> <li>• how clauses of a sentence are linked coherently, joining, contrasting and sequencing ideas and information</li> <li>• 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</li> <li>• 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</li> <li>• using different ways to negate ideas depending on degree of formality or emphasis, for example, 我不是…; 我不能…; 不行; …别</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• comparing and applying the functions of prepositions and discussing the importance of context when determining their meaning in texts, for example, 跟, 对, 给</li> <li>• 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…</li> <li>• 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</li> </ul>	<p>Increase control of context-related vocabulary and extend grammatical knowledge, including:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• examining the use of noun phrases in Chinese and experimenting with omitting nouns (zero subjects) when communicating, for example, 吃饭了吗?</li> <li>• experimenting with the use of 成语 (Chinese set expressions) and famous sayings to substantiate ideas in Chinese</li> <li>• 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</li> </ul>	<p>Increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning in texts, including:</p> <ul style="list-style-type: none"> <li>• 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…</li> <li>• exploring the ways in which language can be manipulated to make ideas more objective, for example, removal of personal pronouns and opinions</li> <li>• experimenting with the use of 成语 (Chinese set expressions) and famous sayings to substantiate ideas in Chinese</li> <li>• 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</li> </ul>
	<p>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</p>	<p>Analyse how authors adjust features of different text types for different purposes and audiences</p>	<p>Identify the purposes, text structures and language features of traditional and contemporary Chinese texts</p>	<p>Compare the purposes, text structures and language features of traditional and contemporary Chinese texts</p>

## CHINESE: SECOND LANGUAGE – Scope and sequence 7–10

	Year 7	Year 8	Year 9	Year 10
<b>Language variation and change</b>	<p>Explore the ways in which Chinese language use is fostered among local communities and the use of Chinese in local media</p> <p>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)</p>	<p>Investigate the extent and dynamic nature of Chinese language use locally and globally</p>	<p>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</p>	<p>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</p>
	<p>Understand that Chinese, like other languages, has evolved and developed through different periods of influence and change</p>	<p>Explain how the Chinese language is constantly expanding to include new words and expressions in response to social and technological changes</p>	<p>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</p>	<p>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</p>
<b>Role of language and culture</b>	<p>Reflect on how language use varies between communities and how communication is shaped by a community's geographical location, languages and cultures</p>	<p>Compare and reflect on how cultural contexts influence the way language is used within and across communities</p>	<p>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</p>	<p>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?</p>