

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

Communicating				
Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.	Interacting	Interact with peers and familiar adults, exchanging opinions and feelings and establishing friendships	Interact with peers and others in familiar and unfamiliar contexts to exchange alternative ideas and perspectives, and to express preferences and opinions
		Participating and taking action	Participate in planning individual and group action to contribute to school and local community, making choices from available options	Participate in planning and presenting a social or cultural event, negotiating options and solving problems
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.	Obtaining, processing information	Locate and organise key points of information from a range of familiar sources	Summarise and compare factual information about people, places and lifestyles drawn from a range of sources, including multimodal sources
		Conveying information	Represent factual information related to other learning areas and on topics of interest in a range of texts and formats for different audiences	Develop and present a position on an issue based on information drawn from different perspectives and sources and provide advice and guidance

Communicating				
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Creating	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	Participating and responding to imaginative experience	Interact with and express opinions on a range of imaginative texts	Explore and express opinions on themes and emotions revealed in modified texts from classical and contemporary Chinese literature
		Creating imaginative experiences	Adapt events and characters from popular Chinese narratives for particular audiences and to create specific effects	Create narratives to describe experiences involving imagined people and places
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.	Translating/interpreting	Translate short texts and identify words and phrases in Chinese that do not readily translate into English	Translate a range of simple Chinese texts and identify how some concepts can be mediated readily between Chinese and English and some cannot
		Creating bilingual texts	Create simple bilingual texts for different audiences, considering the influence of different roles, relationships, settings and situations	Create texts in Chinese and English, explaining the linguistic and cultural challenges of achieving equivalence of meaning

Communicating				
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Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.	Reflecting	Reflect on personal responses and reactions during interactions in Chinese such as talking with a Chinese adult or interacting online with Chinese peers	Reflect on how conventions of speech and particular Chinese cultural concepts can influence communication style when using both English and Chinese

Understanding				
Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.				
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including sound, writing, grammar and text.	Phonology	Explain the phonological and tonal features of Chinese, including variations in tone, stress and phrasing in diverse settings	Compare features of speech of speakers from diverse regions to standard Chinese including pronunciation and prosody (for example, intonation and stress)
		Orthography	Identify features of individual characters and the form and function of components in individual characters and in related characters (for example, 心, 想, 情, 闷), and learn to relate components (部件) and sides (偏旁) to the meaning and sound of characters	Explore and apply the principles of character form and function, including knowledge of semantic and phonetic radicals, to predict associate sound and meaning of new characters encountered in texts
		Syntax	Explore features of the Chinese grammatical system	Organise and express complex ideas in Chinese, for example, analysing and comparing active and passive sentence constructions
		Text structure and organisation	Identify how information and ideas are organised in a range of genres, and compare the textual features of narratives in Chinese and English to determine features which are distinctive to Chinese	Analyse textual features of formal genres and apply these in their own speech and writing

Understanding

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

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place	Variations in language	Differentiate features and apply rules for expressing meanings in spoken and written modes in different contexts	Recognise how gender, social class and age impact on language use in formal and informal contexts
		Changes in language use	Explore the role of language in passing on cultural values and beliefs to younger generations and identify changes in language use over time	Explore the significance of tradition in 名人名言 and 经典 and examine contemporary influences on language use
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.	Language choices	Discuss ways in which language choices indicate aspects of social position (such as class, gender and ethnicity) and inhibit or encourage others' involvement or sense of belonging	Explain how languages shape the communicative practices of individuals and groups and identify ways to enhance understanding across cultures