

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

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.	Interacting	Initiate interactions, make requests and establish relationships with teachers and peers	Interact and socialise with peers and teachers to exchange thoughts and feelings about home routines, leisure activities and community events	Interact and socialise with peers and known adults, exchanging ideas and opinions about personal experiences and social activities	Interact and socialise with familiar groups and individuals, exchanging personal information such as sporting achievements, favourite pastimes, and sharing perspectives on aspects of contemporary life such as popular music,	Interact and socialise with a range of participants, recognising alternative positions, ideas and perspectives relating to experience and lifestyle
		Participating and taking action	Collaborate with others in group activities and contribute to learning activities	Collaborate in and make decisions about group activities and learning experiences in familiar contexts	Take action, resolve issues, make shared decisions and organise shared experiences	Participate in planning joint projects and events that would benefit the local community, justifying choices and making decisions	Negotiate actions and contribute ideas, opinions and suggestions in interactions related to shared tasks and problem-solving, managing different views

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.	Obtaining and processing information	Locate information about people and objects from a range of sources, and sequence events	Gather and organise factual information from familiar sources about countries and places	Locate and compare factual information from different sources about different communities and lifestyles	Collate and analyse information from a range of sources to develop a position on an issue	Investigate different interpretations of contemporary and historical events and people
		Conveying information	Convey simple information to peers using illustrations and gestures to support meaning, and respond to questions from others	Convey key points of information to familiar audiences	Plan and present key points of information to familiar audiences	Plan and convey key points of information and opinions based on information drawn from a range of sources	Develop and present a position on topical events and people by referring to a range of sources, and connect this position to the perspectives of others
Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music	Participating in and responding to imaginative experiences	Participate in and respond to performances and shared reading of children's stories, songs and rhymes with a focus on rhythm, gesture and stress	Respond to simple fables and legends through discussion of characters and events	Respond to popular stories and characters from Chinese folklore, sharing opinions on aspects of the storyline, characters and themes	Express opinions about how popular imaginative texts, including poems and 故事, reveal important cultural values	Interpret representations of people and events encountered in contemporary and traditional Chinese performance

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

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
				words in English and Chinese	context	settings and situations when interpreting both Chinese and English	
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions, and considering how interaction shapes communication and identity.	Reflecting	Reflect on aspects of their Chinese identity and personal relationships with others	Reflect on their reactions and responses to others when participating in learning and cultural experiences in Chinese and Australian contexts	Reflect on the benefits of learning Chinese and English in both Chinese and English interactions	Reflect on own intercultural experiences, and contrast ways in which people of different generations, genders and linguistic backgrounds use language and respond to different experiences	Reflect on how conventions of speech and particular Chinese cultural concepts can influence communication style when using both Chinese and English

Understanding							
Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including sound, writing, grammar and text.	Phonology	Recognise the four tones and their function in Chinese, and compare consonant and vowel sounds in Chinese and English	Recognise the tonal features of Chinese in own speech, and understand when and why some tones are not expressed in some contexts and how syllables are decoded from and encoded into Pinyin	Recognise the use of tone, intonation and stress of words to express emotion, opinion and attitude	Identify changes in tone that occur when words or tones are combined, recognise atonality in rapid connected speech, and use this knowledge to aid in interpreting meaning	Explain the role that features of prosody such as intonation and stress play in interactions in various contexts
		Orthography	Recognise that characters are the written representation of spoken Chinese and the morphological nature of Chinese words	Identify the form, composition and spacing within characters, relating components and their positions to their meaning and sound	Recognise the contextual meanings of individual syllables or characters to assist comprehension and vocabulary development, and explain the form and function of components in individual characters, for example, 心, 想, 情, 闷	Use character and component knowledge to infer sound and meaning of new characters encountered in texts, and examine component form and function to associate the correct sound and meaning with individual characters	Infer possible sounds and meanings of unfamiliar characters encountered in a range of contexts by identifying and explaining the role of semantic and phonetic sides

## Understanding

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

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		Syntax	Recognise parts of speech and understand basic rules of word order in simple sentences	Develop ways to structure sentences in Chinese to elaborate own ideas	Understand and use basic structures and features of Chinese grammar to enhance meaning and clarity of expression	Recognise ways of organising and expressing ideas in Chinese	Understand and apply complex grammatical structures and features to achieve particular effects, and explore grammatical features of classical Chinese
		Text structure and organisation	Recognise features of various familiar text types in Chinese	Recognise similarities and differences in the structure of spoken and written texts that have the same purpose	Recognise and apply conventions of personal texts and compare textual features of different texts	Identify structure and organisation of different texts, including expositions, procedural texts and recounts, and use these in their own speech and writing	Analyse and compose different types of texts for different purposes, using appropriate linguistic, textual and cultural elements
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place	Variations in language	Recognise diversity in expressions and gestures used in everyday social interaction across cultures	Recognise how the context of interactions influences language choices	Differentiate key features and apply rules for expressing meanings in spoken and written modes in diverse contexts	Understand how language is used to reflect different roles, relationships, settings and values and modify language use in diverse contexts	Explain how gender, social class and age affect language use in formal and informal contexts

### Understanding

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

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		Changes in language use	Recognise Chinese as a major community language in Australia and around the world, and understand that language use varies according to cultural background	Explore diversity in dialects and in contexts in which Chinese is used in Australian communities	Explore the impact of English on everyday communication in Chinese and the impact of Chinese on English	Explore the significance of tradition in 名人名言 and 经典, and contemporary influences on language use	Explore ways to use traditional characters to enhance their own communication
<b>Role of language and culture</b>	Analysing and understanding the role of language and culture in the exchange of meaning	Language choices	Recognise differences and similarities in communication across cultures, such as greetings, names and gestures	Explore how the Chinese language represents cultural meanings in specific ways	Explore particular cultural meanings conveyed in everyday interactions across languages	Explain how communicative practices are influenced by engagement with different languages and cultures	Explain how languages shape the communicative practices of individuals and groups, and identify ways to enhance understanding across cultures