

F-10- Australian Curriculum: Languages – Chinese First Language 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 exchange opinions and preferences about new social and cultural experiences, adjusting tone, vocabulary and phrasing to influence others	Influence and engage others, debating ideas and opinions, selecting language, tone, culturally expected stylised gestures, pitch and pace for different audiences
		Participating and taking action	Collaborate with peers to plan and organise multicultural projects and events that would benefit their school and local community	Plan and negotiate actions to contribute to their local and global community, and suggest alternatives when planning and negotiating
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.	Obtaining, processing information	Interpret the stated and implied meanings in authentic informative texts, and use evidence to support or challenge different perspectives	Identify and analyse the effects of how information is organised in authentic texts, and apply this knowledge to create purposeful texts that persuade and inform
		Conveying information	Use and analyse a range of sources written in simplified and traditional script to identify relevant information, and use this information to create purposeful public information texts	Evaluate the utility and reliability of sources when accessing information, and use this knowledge to present a point of view for different audiences

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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	Responding to contemporary texts	Compare how contemporary Chinese media and literature represent the notion of 'being Chinese' or 'being other', and use this knowledge to present a point of view for an identified audience	Recognise and explain differing viewpoints on the world, cultures, individuals and issues as represented in major forms of literature such as 散文, 小品, 小说, and use this knowledge to create analytical and imaginative responses for identified audiences
		Responding to traditional texts	Plan, rehearse and deliver presentations of classical Chinese literature and famous speeches and discuss how cultural values can be transferred	Compare performance features of major forms of classical literature, such as in 诗, 词, making thematic and intertextual connections
		Expressing imaginative experience	Use particular language features such as dialogue and imagery in short stories, literary essays and plays to create own imaginative representations of experience	Create imaginative texts experimenting with genre, textual features and stylistic devices
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.	Oral Responding to translation	Identify challenges in and techniques for mediating between Chinese and English	Interpret culture-specific concepts
		Creating bilingual texts	Create bilingual information texts for speakers of Chinese and English in Australia, recognising 'code-switching' and how specific vocabulary and terminology from other learning areas can be translated in different settings, such as for an expert or beginner audience	Create bilingual texts for a range of audiences, contexts and purposes

Communicating

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

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Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.	Reflecting on the intercultural and the interpersonal	Reflect on adjustments they and others make in their everyday language use, and connect these adjustments to aspects of experience, culture and roles in Australian society	Reflect on the language choices they make when expressing their points of view to others and connect these choices to their identities in Chinese and Australian communities

Understanding

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

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Systems of language	Understanding the language system, including sound, writing, grammar and text.	Phonology	Discuss features of Chinese phonology and compare their own pronunciation with that of other speakers of Chinese	Compare features of prosody across languages and explore how they contribute to expression of meaning
		Orthography	Identify and explain the differences between traditional and simplified characters, inferring meaning and sound of unfamiliar characters from knowledge of components and positions	Identify and explain how Chinese orthography enables access to technical and unusual vocabulary, including specialised abstract nouns, and a wider range of texts, using orthographic knowledge to identify characters related to topics studied in other learning areas, such as chemical elements (periodic table) and mathematical terms
		Morphology	Apply understanding of word morphology and vocabulary choices to interpret and convey meaning	Compare the nature of word formation, including subtle forms of adjectives such as 特有的 and 明朗, in the development of new words in Chinese and English, and evaluate their effectiveness in conveying new concepts
		Syntax	Compare how grammatical features such as tense and passive voice are constructed in English and Chinese, and identify distinctive features of Chinese grammar, for example, in tense marking (了、过), possession, plurality	Analyse and experiment with the use and effect of figurative and evaluative expressions, colloquial forms, and other language features in texts
		Text structure and organisation	Compare writing styles between Chinese authors to identify and explore the purposes and features of text structure and organisation of ideas	Discuss key stylistic features of different text types, including classical literature

Understanding

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Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place	Variations in language	Explore assumptions and challenges for language use in new environments, identifying and comparing ways in which sensitive topics are introduced and discussed across languages, for example, comparing the Chinese custom of asking direct questions about age, income and other personal matters with the contexts in which these questions are asked in English	Explain how changes in context impact on how language is adapted to convey meaning within and across languages
		Changes in language	Analyse features of classical literature in their original and contemporary forms, and apply features of 文言文 and 古文 in their own language use, identifying rules of intonation in classical poems and the impact of these rules on modern poetry	Research the phenomenon of language change in Chinese-speaking communities and monitor language use in a range of contemporary contexts
		Power of language	Identify the features of persuasive language and analyse its use in advertising	Analyse the language of different media and examine the ways in which media use language to persuade and influence others
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.	Language choices	Analyse the use of language across genders and generations, within and across language communities	Analyse and discuss the ways in which language is used to position authors, readers and participants in texts