

## F-10 Australian Curriculum: Languages – Chinese Second 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	Oral – Interacting, participating and taking action	Participate in class routines, structured conversations and activities using teacher-modelled tones and rhythms	Interact with teachers and peers in social and class activities, exchanging ideas and opinions, using correct tones	Initiate interactions with peers and known adults to plan and organise social activities	Initiate and sustain interactions with peers and familiar adults to plan and arrange activities or social events in the context of the school or local community, and vary spoken language in response to the needs and demands of other participants	Exchange and elaborate on suggestions and opinions in spoken interactions related to planning and negotiating activities and events, adjusting spoken language for familiar and unfamiliar participants, purposes and contexts
		Written – Interacting, participating and taking action	Interact with simple written texts in familiar contexts to contribute to class discussions	Exchange simple correspondence with teachers and peers to contribute suggestions and arrange activities	Exchange correspondence and create simple written material to plan future activities and events and contribute ideas	Correspond with peers and other familiar participants to plan activities, and compare opinions on and attitudes towards different cultures	Sustain and extend written exchanges about places, future plans, and contemporary social issues and activities

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.	Oral – Obtaining, processing and using information	Locate information about family and familiar events from spoken and visual sources and convey this information in simple visual and oral texts	Obtain and process information about significant people, places and events from spoken and visual sources, and convey this information using learnt phrases and key words	Obtain and process specific information from multiple spoken sources, selecting and sequencing appropriate content for specific audiences	Analyse and summarise relevant information obtained from a range of spoken sources and convey this information to known audiences through a range of texts	Analyse, compare and present perspectives on topics of interest, identifying the different ways emotions, intentions and ideas are expressed
		Written – Obtaining, processing and using information	Locate and present information about familiar objects, people and personal interests using visual and contextual cues	Locate factual information from sources and report this information to a known audience using learnt characters	Locate key points in written informative texts, summarising the points to report to known audiences	Locate, classify and organise relevant information, including analysing data in simple diagrams, tables and graphs, and re-present this information for known audiences	Collate and present different perspectives on a range of issues from different sources

<b>Communicating</b>							
<b>Using language for communicative purposes in interpreting, creating and exchanging meaning</b>							
<b>Sub Strand</b>	<b>Description</b>	<b>Thread</b>	<b>Foundation to Year 2</b>	<b>Years 3 and 4</b>	<b>Years 5 and 6</b>	<b>Years 7 and 8</b>	<b>Years 9 and 10</b>
<b>Creating</b>	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.	Oral – Participating in, responding to and creating imaginative experience	Respond to and create simple Chinese stories, songs and rhymes, reproducing rhythm and sound patterns to express feelings	Respond to and create simple imaginative texts using voice, rhythm, and appropriate gesture and action	Engage with characters and points of view in short imaginative texts, express personal opinions and create simple spoken imaginative texts	Engage with imaginative texts, observing how characters, emotions and attitudes are portrayed, express opinions about these aspects of an imagined experience and apply this knowledge in their own performances and texts	Engage with a range of performance-based imaginative texts, and respond by discussing attitudes portrayed, expressing opinions, explaining themes, discussing characters, and considering language use and cultural meanings, and apply this knowledge to create imaginative texts
		Written– Participating in responding to and creating imaginative experience	Create short imaginative written texts using images and copied characters	Create short written imaginative texts using simple characters and short sentences	Create written imaginative texts, describing characters and sequencing events, using scaffolded models of texts, learnt characters or word lists for support	Create written imaginative texts to describe experiences involving imagined people and places	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 do not

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
Translating	Moving between languages and cultures orally and in writing, and explaining how meaning works.	Translating/interpreting	Identify equivalent or similar Chinese words or phrases for familiar objects or terms in English	Translate the meanings of important everyday words using contextual cues	Interpret and translate simple texts used for everyday purposes, identifying actions, words and phrases that do not readily translate into English	Translate texts for different audiences varying the language to explain key points for these different audiences	Translate a range of Chinese texts and identify how some concepts can be readily translated between Chinese and English and some do not
		Creating own Chinese translations	Identify common Chinese characters and words in Pinyin using contextual cues	Find English equivalents of common expressions in Chinese and vice versa	Create own bilingual texts such as signs, displays and posters	Create short bilingual texts on topics of personal interest and on key content from other learning areas and provide subtitles or commentary to assist meaning	Create bilingual texts, identifying similarities between Chinese and English syntax and vocabulary, and explaining how these similarities can be used when transferring culture- or context-specific ideas from Chinese into English
Reflecting	Reflecting on intercultural language use and how language and culture shape identity.	Reflecting	Notice aspects of Chinese language and culture that are 'new' or 'interesting', and observe how relationships influence language use and own identity	Reflect on how aspects of personal identity are expressed in Australian and Chinese contexts	Describe aspects of own identity and reflect on differences between Chinese and English language and culture, identifying how this knowledge can help their intercultural exchanges	Reflect on the cultural significance of how different groups and members of groups name themselves and are represented by others	Compare the experiences of young Australians with those of young people in Chinese-speaking communities, reflecting on how these diverse experiences affect individuals' identity, attitudes and beliefs

### 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	Reproduce the four tones and recognise how they can change the meaning of words	Recognise the tone-syllable nature of spoken language, and compare Chinese and English sounds	Discriminate between similar or related syllables and words by listening with attention to intonation, stress and phrasing	Examine differences in sounds and tones, and patterns of sound flow in speech	Explain differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions
		Orthography	Recognise Chinese characters as a form of writing and Pinyin as the spelled-out sounds of spoken Chinese	Reproduce key Chinese characters from familiar contexts using stroke types and sequences, and component forms and their arrangement	Identify how character structure, position, and component sequences relate the form of a character to its particular sound and meaning	Interpret texts by inferring meaning from common character components or position of components, and analyse how reliable this method is in translating	Relate prior knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters
		Syntax	Understand that Chinese sentences have a particular word order	Use nouns, adjectives and simple sentences to record observations	Form sentences to express details such as the time, place and manner of an action and to sequence ideas	Identify and apply features of Chinese grammar and sentence structure to organise and sequence ideas in oral and written texts	Analyse and examine how effective authors control sentence structure and use language to engage their audience
		Text	Engage with familiar text types to predict meaning	Identify similarities and differences in the organisation of simple familiar texts	Notice how the features of text organisation vary according to audience and purpose	Analyse how authors adjust features of different text types for different purposes and audiences	Compare the purposes, text structures and language features of traditional and contemporary texts

### 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
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 that Chinese is a major community language in Australia	Recognise that Chinese is spoken by communities in many countries	Understand that Chinese is characterised by diversity in spoken and written forms	Investigate the extent and dynamic nature of Chinese language use locally and globally	Explain the dynamic nature of the Chinese language and how changes over time are influenced by local and global contexts and cultures
		Changes in language	Identify the features of formal language used in familiar contexts, such as at school	Identify the likely contexts and features of informal and formal conversations involving known participants of different ages, genders and social positions	Examine how language is used to clarify roles and relationships between participants in interactions	Explain how the Chinese language adapts to social and technological changes	Explain how language defines people's roles as outsiders or insiders in groups and cultures
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.	Language choices	Describe how people use different languages to communicate and participate in cultural experiences	Identify how terms are used to indicate relationships and express aspects of culture that may be different from their own	Explore the ways in which everyday language use reflects culture-specific ideas, such as the influence of age, gender and social position on language choices	Compare and reflect on how cultural contexts influence the way language is used within and across communities	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