

LANGUAGES

CONSULTATION CURRICULUM

Chinese – Scope and sequence F–10 and 7–10

Copyright statement

The copyright material published in this work is subject to the *Copyright Act 1968* (Cth) and is owned by ACARA or, where indicated, by a party other than ACARA.

This material is consultation material only and has not been endorsed by Australia's nine education ministers.

You may view, download, display, print, reproduce (such as by making photocopies) and distribute these materials in unaltered form only for your personal, non-commercial educational purposes or for the non-commercial educational purposes of your organisation, provided that you make others aware it can only be used for these purposes and attribute ACARA as the source. For attribution details refer to clause 5 in (<https://www.australiancurriculum.edu.au/copyright-and-terms-of-use/>).

ACARA does not endorse any product that uses the Australian Curriculum Review consultation material or make any representations as to the quality of such products. Any product that uses this material should not be taken to be affiliated with ACARA or have the sponsorship or approval of ACARA.

FOUNDATION TO YEAR 10 PATHWAY

| | |
|--|--|
| <p>Chinese</p> <p>(No strands or sub-strands specified for Foundation year)</p> | Foundation |
| | Achievement standard |
| | <p>By the end of the Foundation year, students use play and imagination to interact and create Chinese texts, with support. They mimic the sounds of Chinese and explore Chinese characters. They identify that Chinese and English look and sound different. Students recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.</p> |
| | Content description <i>Students learn to:</i> |
| | with support, recognise and communicate meaning in Chinese (AC9LCF01) |
| | explore, with support, language features of Chinese noticing similarities and differences between Chinese and English (AC9LCF02) |
| | explore connections between language and culture (AC9LCF03) |

| Chinese | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
|---------|---|---|---|
| | Achievement standard | | |
| | <p>By the end of Year 2, students use modelled Chinese to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions. They reproduce the sounds of basic Chinese with attention to intonation and pronunciation. They recognise the tonal nature of Chinese and know that characters are formed by strokes. They differentiate between the Pinyin and characters associated with familiar objects in their immediate environment. They recognise the use of tone marks in Pinyin. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words, learnt characters and modelled language to create text.</p> <p>Students understand that Chinese has rules for non-verbal communication, conventions for use, pronunciation and writing and identify its distinctive systems of writing and speaking. They give examples of similarities and differences between some features of Chinese and English. Students understand that the language is connected with culture and identity and notice how this is reflected in their own language, culture and identity.</p> | <p>By the end of Year 4, students use Chinese to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in oral and written activities that involve plans and transactions. They use appropriate pronunciation, tone and gesture</p> <p>They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create and present text. They recognise and read the tone marks in Pinyin.</p> <p>Students understand that Chinese has language conventions, and some terms have specific cultural meanings. They identify features of the Chinese writing system and explain how component knowledge can assist in learning characters. They are aware that each character is a meaningful unit that is used to make up words. They understand that Pinyin provides access to the sounds of the spoken language. They identify patterns in Chinese and make comparisons between Chinese and English. They understand that the Chinese language is connected with culture and identity and how this is reflected in their own language, culture and identity.</p> | <p>By the end of Year 6, students initiate and use strategies to maintain interactions in Chinese related to their immediate environment. They collaborate in oral and written activities that involve the language of transaction and problem-solving, to share information, ideas and preferences. They use intonation and stress to engage audiences and participants. They use strategies to locate and interpret information and ideas in texts and demonstrate understanding by responding in Chinese or English, adjusting their response appropriately to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context, and show understanding of how some language reflects cultural practices. They recognise the features of the Chinese writing system and apply their knowledge of the formation of characters in their own writing. They sequence information and ideas and use conventions appropriate to text type. They apply rules for pronunciation, spelling, punctuation and modelled grammatical structures when creating and responding in Chinese.</p> <p>Students explain the nature of tone-syllables and use Pinyin to transcribe spoken language. They recognise that variations exist within the Chinese spoken and written language. They use metalanguage to compare frequently used language features in Chinese and English. They understand that the Chinese language is connected with culture and identity and consider how this is reflected in their own language, culture and identity.</p> |

| Strand | Sub-strand | Content description <i>Students learn to:</i> | | |
|------------------------------------|---|--|---|--|
| Communicating meaning in Chinese | Interacting in Chinese | recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions (AC9LC2C01) | initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions (AC9LC4C01) | initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment (AC9LC6C01) |
| | | participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues (AC9LC2C02) | participate in activities that involve planning and transacting with others, using a range of familiar phrases and modelled structures (AC9LC4C02) | participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas (AC9LC6C02) |
| | Mediating meaning in and between languages | locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases. (AC9LC2C03) | locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts (AC9LC4C03) | locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose (AC9LC6C03) |
| | | notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines (AC9LC2C04) | develop strategies to comprehend and adjust Chinese language in familiar contexts to convey cultural meaning (AC9LC4C04) | apply strategies to interpret and convey meaning in Chinese language in familiar spoken, written and non-verbal cultural contexts (AC9LC6C04) |
| | Creating text in Chinese | use learnt words, Pinyin and characters, familiar phrases and modelled language to create spoken, written and multimodal texts (AC9LC2C05) | create and present informative and imaginative spoken and written texts using learnt words and characters, Pinyin, formulaic expressions and sentences and modelled textual conventions (AC9LC4C05) | create and present a range of spoken and written texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type (AC9LC6C05) |
| | | | | demonstrate understanding of how language reflects culture by beginning to use words and expressions that reflect cultural practices and conventions (AC9LC6C06) |
| Understanding language and culture | Understanding systems of language | recognise Pinyin represents the sounds of Chinese and imitate tones, pronunciation, rhythms and gestures (AC9LC2U01) | recognise the tone-syllable nature of spoken language and use appropriate pronunciation, tone and gesture (AC9LC4U01) | discriminate between similar or related syllables and words by listening with attention to intonation, stress and phrasing to develop fluency and pronunciation (AC9LC6U01) |
| | | recognise that Chinese characters are used to construct meaning in texts (AC9LC2U02) | recognise Chinese language conventions, key characters, grammatical structures and basic syntax in familiar texts and contexts (AC9LC4U02) | apply modelled Chinese grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions (AC9LC6U02) |
| | | notice that Chinese has features that may be similar to or different from English (AC9LC2U03) | recognise familiar Chinese language features and compare with those of English, in known contexts (AC9LC4U03) | use familiar metalanguage to compare some Chinese language functions, structures and features with those of English, in known contexts (AC9LC6U03) |
| | Understanding the interrelationship of language and culture | notice that people use language in ways that reflect cultural practices and behaviours (AC9LC2U04) | identify connections between Chinese language and cultural practices and behaviours (AC9LC4U04) | recognise connections between language and cultural practices, behaviours and values and reflect on the impact on communication (AC9LC6U04) |

| Chinese | | Years 7 and 8 (F–10) | Years 9 and 10 (F–10) |
|--|--|--|--|
| | | Achievement standard | |
| | | <p>By the end of Year 8, students initiate and maintain interactions in Chinese in familiar and unfamiliar contexts related to a range of interests and experiences. They speak with attention to pronunciation, tone and phrasing, using intonation and pitch to add emotion or emphasis to their message. They use Chinese appropriately to collaborate and problem-solve and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and unfamiliar cultural contexts, by adjusting and reorganising responses appropriately. They select and use character combinations, appropriate vocabulary, sentence structures and expressions to create spoken, written and multimodal texts.</p> <p>Students show understanding of different text types to present and respond to information, ideas and opinions, and are aware that spoken and written texts use different conventions. They know that character components can contribute to both sound and meaning of words and they understand how they can be combined to make different words. They describe the distinctive spoken and written language systems of Chinese using metalanguage. They reflect on how Chinese language, culture and identity are interconnected, and compare this with their own language, culture and identity.</p> | <p>By the end of Year 10, students contribute to and extend interactions in Chinese in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret a broad range of texts and manipulate language to convey intercultural understanding. They evaluate and synthesise information, ideas and perspectives in texts, recognising that not all concepts can be readily translated. They show understanding of how features of language can be used to influence audience response. They create texts selecting characters and language for a range of contexts, purposes and audiences and use Pinyin to transcribe spoken text. They demonstrate knowledge of connections between spoken and written texts, and use appropriate expressions and spoken and written conventions to enhance fluency and authenticity. They speak with attention to pronunciation and tone. They apply and use complex sentences and structures to create and respond to spoken and written texts that express ideas, perspectives and opinions. They use a variety of tenses and language devices to sequence events and enhance meaning and cohesion.</p> <p>Students use metalanguage to reflect on and evaluate Chinese texts and explain similarities and differences between Chinese and English. They explain how features of Chinese culture and language shape their own and others' communication practices. They reflect on their own cultural perspectives and identity and draw on their experience of learning Chinese to explain how this learning influences their ideas and ways of communicating.</p> |
| Strand | Sub-strand | Content description <i>Students learn to:</i> | |
| Communicating meaning in Chinese | Interacting in Chinese | initiate and sustain exchanges in familiar and unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others (AC9LC8C01) | initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others (AC9LC10C01) |
| | | collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events (AC9LC8C02) | contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare cultural experiences (AC9LC10C02) |
| | Mediating meaning in and between languages | interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience (AC9LC8C03) | evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience (AC9LC10C03) |
| | | interpret and adjust spoken, written and non-verbal language to convey meaning in Chinese language in familiar and unfamiliar cultural contexts (AC9LC8C04) | interpret and translate spoken, written and non-verbal interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts (AC9LC10C04) |
| | | reflect on similarities and differences in cultural interpretations between Chinese and their own language use and behaviour (AC9LC8C05) | evaluate how intercultural contexts shape meaning in interactions and texts in Chinese and their own language (AC9LC10C05) |
| | Creating text in Chinese | create and present spoken, written and multimodal texts for specific purposes, selecting vocabulary, grammatical structures and textual features and conventions appropriate to text type and context (AC9LC8C06) | create a range of texts for diverse contexts and purposes, selecting text structures and language features to engage different audiences (AC9LC10C06) |
| consider and select words and expressions to create texts that reflect Chinese cultural values and beliefs (AC9LC8C07) | | select and use a range of words, expressions and set phrases or idioms to enhance the cultural authenticity of texts (AC9LC10C07) | |
| Understanding language and culture | Understanding systems of language | apply knowledge of conventions of spoken Chinese to known and unfamiliar language to enhance fluency, and use this knowledge in responding to and creating texts (AC9LC8U01) | apply features and conventions of spoken Chinese to extend fluency in responding to and creating spoken and written texts in known and unfamiliar contexts (AC9LC10U01) |
| | | apply a range of grammatical structures and expressions to compose and respond to texts using appropriate punctuation and textual conventions (AC9LC8U02) | apply grammatical knowledge to predict meaning and compose texts that contain some complex structures and ideas (AC9LC10U02) |
| | | use metalanguage to reflect on similarities and differences between Chinese language functions, structures and features with those of English, in known contexts (AC9LC8U03) | use metalanguage to reflect on and evaluate Chinese texts, and to compare use of language features in Chinese and English (AC9LC10U03) |

| | | | |
|--|---|--|--|
| | Understanding the interrelationship of language and culture | explain how the Chinese language reflects cultural practices, perspectives, and identity, and compare these with their own (AC9LC8U04) | evaluate how language choice in Chinese reflects cultural values, perspectives and identity, and compare these with their own (AC9LC10U04) |
|--|---|--|--|

YEAR 7 TO YEAR 10 PATHWAY

| Chinese | | Years 7 and 8 (Year 7 entry) | Years 9 and 10 (Year 7 entry) |
|----------------------------------|--|--|---|
| | | Achievement standard | |
| | | <p>By the end of Year 8, students use Chinese to interact and collaborate with others, and to share information and plan activities in familiar contexts related to their daily life, school environment and personal world. They use active listening skills to respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Chinese or English, and adjust language to suit context, purpose and audience and convey cultural meaning. They approximate tone, intonation and rhythm and recognise the function of tone-syllables and Pinyin. They use familiar language, modelled sentence and grammatical structures, formulaic expressions and high frequency vocabulary to create texts and demonstrate understanding of how some language reflects cultural practices. They understand that Chinese has rules for non-verbal communication, pronunciation, grammar and writing.</p> <p>Students are aware of the key features of the Chinese writing system and its differences to the English writing system. They demonstrate understanding of how language does not always translate directly. They use metalanguage to explain the word order of Chinese sentences and the layout and construction of simple familiar Chinese texts, and make connections with terms that are used in English learning. Students demonstrate how the Chinese language is connected with culture and identity and consider the influence of culture on everyday communication, for example, concepts such as respect, politeness and the importance of family.</p> | <p>By the end of Year 10, students initiate and sustain Chinese to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language, using tone and rhythm emphatically, to collaborate, plan and reflect on school and social activities and events. They use structures and features of spoken and written Chinese to create and convey meaning to suit context, purpose and audience. They interpret and analyse information and ideas from a range of texts and demonstrate understanding of different perspectives. They synthesise information and respond in Chinese or English, adjusting language features to suit context, purpose and audience, and to convey cultural meaning. They create a range of texts for diverse purposes, and demonstrate knowledge of how text structure, word choice, expressions and language features change for different audiences. They discern differences in patterns of sound and tone in extended speech and select and use sentence and grammatical structures, and words and expressions to interact, create texts and convey cultural meaning. They apply knowledge of radicals and character components to assist their understanding of new characters and words encountered. They manipulate language to suit the context and purpose and demonstrate understanding of how the style of a text can influence audience response.</p> <p>Students use metalanguage to analyse meaning in texts and recognise that certain concepts cannot be translated readily from Chinese to English and vice versa. They reflect on their own language use and cultural identity and draw on their experience of learning and interacting in Chinese to discuss how this learning influences their ideas and ways of communicating.</p> |
| Strand | Sub-strand | Content description <i>Students learn to:</i> | |
| Communicating meaning in Chinese | Interacting in Chinese | interact with others using modelled language to exchange information in familiar contexts about self and personal world (AC9LC8EC01) | initiate and sustain interactions in familiar and unfamiliar contexts to exchange ideas, experiences and opinions about own and others' personal world (AC9LC10EC01) |
| | | develop Chinese language to interact in classroom exchanges, routines, tasks and responsibilities (AC9LC8EC02) | use Chinese language in exchanges to question, offer opinions and compare and discuss ideas (AC9LC10EC02) |
| | | engage in modelled exchanges with peers orally, gesturally, and in writing, to negotiate and organise activities relating to daily life and school environment (AC9LC8EC03) | discuss, plan and reflect on activities, events and experiences with peers orally and in writing (AC9LC10EC03) |
| | Mediating meaning in and between languages | locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience (AC9LC8EC04) | interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience (AC9LC10EC04) |
| | | develop and begin to apply strategies to interpret, translate and convey cultural meaning in Chinese in familiar contexts (AC9LC8EC05) | apply strategies to interpret and translate spoken, written and non-verbal interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts (AC9LC10EC05) |
| | | reflect on some similarities and differences in cultural interpretations between Chinese and their own language use and behaviours (AC9LC8EC06) | reflect on how intercultural contexts shape meaning in interactions and texts in Chinese and their own language (AC9LC10EC06) |
| | Creating text in Chinese | create a range of spoken and written texts for familiar contexts and purposes using appropriate conventions, familiar characters and linguistic features (AC9LC8EC07) | create texts for familiar and unfamiliar contexts and purposes, selecting characters text structures and language features to engage different audiences (AC9LC10EC07) |
| | | develop understanding of and use words and formulaic expressions to create spoken and written texts that reflect cultural values and beliefs (AC9LC8EC08) | use a range of words, expressions and set phrases or idioms to enhance the cultural authenticity of texts (AC9LC10EC08) |

| | | | |
|------------------------------------|---|---|---|
| Understanding language and culture | Understanding systems of language | recognise the tone-syllable nature of the spoken language, discriminate use of tones, rhythm, and sound flow in interactions, and use Pinyin to support learning the spoken language (AC9LC8EU01) | apply features of the Chinese sound system, and discern differences in patterns of sound and tone in extended Chinese speech (AC9LC10EU01) |
| | | develop knowledge of, and use structures and features of, the Chinese grammatical and writing systems (AC9LC8EU02) | select and use structures and features of the Chinese grammatical and writing systems to enhance meaning (AC9LC10EU02) |
| | | use familiar metalanguage to discuss Chinese language structures and features and compare with English (AC9LC8EU03) | use metalanguage to reflect on and evaluate Chinese texts, and to compare language structures and features in Chinese and English (AC9LC10EU03) |
| | Understanding the interrelationship of language and culture | identify connections between Chinese language and culture in shaping meaning and identity (AC9LC8EU04) | analyse and explain connections between Chinese language and culture in shaping meaning, values and identity (AC9LC10EU04) |
| | | compare Chinese culture, beliefs, attitudes and values with students' own (AC9LC8EU05) | reflect on Chinese culture, beliefs, attitudes and values, identifying differences between these and students' own (AC9LC10EU05) |