## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to the Chinese K–10 Syllabus</td>
<td>5</td>
</tr>
<tr>
<td>Chinese Key</td>
<td>8</td>
</tr>
<tr>
<td>Rationale</td>
<td>11</td>
</tr>
<tr>
<td>The Place of the Chinese K–10 Syllabus in the K–12 Curriculum</td>
<td>12</td>
</tr>
<tr>
<td>Aim</td>
<td>13</td>
</tr>
<tr>
<td>Objectives</td>
<td>14</td>
</tr>
<tr>
<td>Outcomes</td>
<td>15</td>
</tr>
<tr>
<td>Stage Statements</td>
<td>20</td>
</tr>
<tr>
<td>Content</td>
<td>29</td>
</tr>
<tr>
<td>Content for Early Stage 1</td>
<td>38</td>
</tr>
<tr>
<td>Content for Stage 1</td>
<td>44</td>
</tr>
<tr>
<td>Content for Stage 2</td>
<td>53</td>
</tr>
<tr>
<td>Content for Stage 3</td>
<td>63</td>
</tr>
<tr>
<td>Content for Stage 4</td>
<td>74</td>
</tr>
<tr>
<td>Content for Stage 5</td>
<td>89</td>
</tr>
<tr>
<td>Years 7–10 Life Skills Outcomes and Content</td>
<td>106</td>
</tr>
<tr>
<td>Years 7–10 Life Skills Outcomes</td>
<td>107</td>
</tr>
<tr>
<td>Years 7–10 Life Skills Content</td>
<td>113</td>
</tr>
<tr>
<td>Assessment</td>
<td>127</td>
</tr>
<tr>
<td>Glossary</td>
<td>130</td>
</tr>
</tbody>
</table>
Introduction

The K–10 Curriculum

The NSW Education Standards Authority (NESA) syllabuses are developed with respect to some overarching views about education. These include the NESA K–10 Curriculum Framework and Statement of Equity Principles, and the Melbourne Declaration on Educational Goals for Young Australians (December 2008).

NESA syllabuses include agreed Australian Curriculum content and content that clarifies the scope, breadth and depth of learning. The Australian Curriculum achievement standards underpin the syllabus outcomes and the Stage statements for Early Stage 1 to Stage 5.

In accordance with the K–10 Curriculum Framework and the Statement of Equity Principles, the syllabus takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It outlines clear standards of what students are expected to know and be able to do in K–10. It provides structures and processes by which teachers can provide continuity of study for all students.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students in all learning areas to succeed in and beyond their schooling.

The continued relevance of the K–10 Curriculum Framework is consistent with the intent of the Melbourne Declaration on Educational Goals for Young Australians (December 2008), which set the direction for Australian schooling for the next ten years. There are two broad goals:

- Goal 1: Australian schooling promotes equity and excellence.
- Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The way in which learning in the Chinese K–10 Syllabus contributes to the curriculum, and to students’ achievement of the broad learning outcomes, is outlined in the syllabus rationale.
Introduction to the Chinese K–10 Syllabus

The Language

The language to be studied and assessed is the modern standard version of Chinese. For the purpose of this syllabus, modern standard Chinese is taken to be Putonghua in the spoken form and simplified characters in the written form.

Throughout Chinese-speaking communities, modern standard Chinese may also be known as Mandarin, Guoyu, Huayu, Hanyu, Zhongwen and Zhongguohua. The romanised form of the character text is Hanyu Pinyin.

The Learners of Chinese

Students come to the learning of languages with diverse linguistic, cultural and personal profiles, including a range of prior language experiences either in Chinese or in a different language. Students may have engaged with Chinese in formal or less formal contexts, or they may have been exposed to a language through family members or in-country experience. Students start school as mono-, bi- or plurilinguals.

Mandatory study of a language occurs in Stage 4. However, students may commence their study of a language at any point along the K–10 continuum.

The learners of Chinese include students:

- learning Chinese as a second or additional language
- with prior learning and/or experience who may have:
  - undertaken a significant school-based learning program in Australia
  - had exposure to Chinese languages and cultures and may engage in some active but predominantly receptive use of Chinese (including dialects and variants of Chinese)
  - with a background in the language who have had their primary socialisation as well as initial literacy development and primary schooling in Chinese
- undertaking a course based on Life Skills outcomes and content.
Diversity of Learners

NSW syllabuses are inclusive of the learning needs of all students. Syllabuses accommodate teaching approaches that support student diversity including students with special education needs, gifted and talented students and students learning English as an additional language or dialect (EAL/D). Students may have more than one learning need.

Students with Special Education Needs

All students are entitled to participate in and progress through the curriculum. Under the Disability Standards for Education 2005, schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students with special education needs. Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student with disability to access syllabus outcomes and content and demonstrate achievement of outcomes.

Students with special education needs can access outcomes and content from K–10 syllabuses in a range of ways. Students may engage with:

- syllabus outcomes and content from their age-appropriate stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate stage, relevant to their learning needs; or
- syllabus outcomes from an earlier Stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses for students in Stages 4 and 5.

Decisions regarding curriculum options, including adjustments, should be made in the context of collaborative curriculum planning with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Further information can be found in support materials for:

- Languages
- Special education
- Life Skills.

Gifted and Talented Students

Gifted and talented students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted and talented students.

Generally, gifted and talented students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness and talent. Gifted and talented students may also have learning disabilities and/or English as an additional language or dialect. These needs should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:
- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student’s current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents/carers and students, with reference to documents and advice available from NESA and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

**Students Learning English as an Additional Language or Dialect (EAL/D)**

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:
- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in Standard Australian English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of a syllabus through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

The ESL scales and the *English as an Additional Language or Dialect: Teacher Resource* provide information about the English language development phases of EAL/D students. These materials and other resources can be used to support the specific needs of EAL/D students and to assist students to access syllabus outcomes and content.
Chinese Key

The following codes and icons are used in the Chinese K–10 Syllabus.

Outcome Coding

Syllabus outcomes are coded in a consistent way. The code identifies the language, Stage, outcome number and the way content is organised.

Early Stage 1 to Stage 5 are represented by the following codes:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Stage 1</td>
<td>e</td>
</tr>
<tr>
<td>Stage 1</td>
<td>1</td>
</tr>
<tr>
<td>Stage 2</td>
<td>2</td>
</tr>
<tr>
<td>Stage 3</td>
<td>3</td>
</tr>
<tr>
<td>Stage 4</td>
<td>4</td>
</tr>
<tr>
<td>Stage 5</td>
<td>5</td>
</tr>
</tbody>
</table>

In the Chinese syllabus, outcome codes indicate subject, Stage, outcome number and strand. For example:

<table>
<thead>
<tr>
<th>Outcome code</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCH2-1C</td>
<td>Languages, Chinese, Stage 2 – Outcome number 1 (Communicating)</td>
</tr>
<tr>
<td>LCH5-7U</td>
<td>Languages, Chinese, Stage 5 – Outcome number 7 (Understanding)</td>
</tr>
<tr>
<td>LCHLS-2C</td>
<td>Languages, Chinese, Life Skills – Outcome number 2 (Communicating)</td>
</tr>
</tbody>
</table>
Coding of Australian Curriculum Content

The syllabus includes Australian curriculum content descriptions for Chinese in a generic form with Australian Curriculum codes in brackets at the end of each generic content description, for example:

Initiate interactions with teacher and peers, exchange information and opinions on a range of topics (ACLCHC081)

Where a number of content descriptions are jointly represented, all description codes are included, eg (ACLCHC035, ACLCHU036, ACLCHU037).
Learning Across the Curriculum Icons

Learning across the curriculum content, including the cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the syllabus.

Cross-curriculum priorities
- 🇦🇺 Aboriginal and Torres Strait Islander histories and cultures
- 🌐 Asia and Australia's engagement with Asia
- 🌍 Sustainability

General capabilities
- 💡 Critical and creative thinking
- 📚 Ethical understanding
- 🌐 Information and communication technology capability
- 🌐 Intercultural understanding
- 📚 Literacy
- 📚 Numeracy
- 💡 Personal and social capability

Other learning across the curriculum areas
- 🇦🇺 Civics and citizenship
- 🌐 Difference and diversity
- 🌐 Work and enterprise
Rationale

Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world. Proficiency in languages provides a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community.

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second or additional language learners. Through the development of communicative skills in a language and understanding of how language works as a system, students further develop their literacy in English, through close attention to detail, accuracy, logic and critical reasoning. Learning languages exercises students’ intellectual curiosity, increases metalinguistic awareness, strengthens cognitive, analytical and reflective capabilities, and enhances their creative and critical thinking.

Modern standard Chinese (also known as Mandarin / Hanyu / Putonghua / Huayu / Zhongwen) is the official language of the People’s Republic of China and the language of communication of approximately one-quarter of the world’s population. It is the major language of communication in Taiwan and Singapore, and is widely used by Chinese communities throughout the Asia–Pacific region, including Australia. It is also one of the official languages of the United Nations. Chinese is recognised as one of the fastest-growing languages in New South Wales and has one of the largest groups of non-English background speakers in Australia.

Chinese is an important language for young learners in Australia, as Australia progresses towards a future of increased trade, investment, educational exchange, research and development in science and technology, and engagement with Asia. Students develop an appreciation for the place of Australia within the Asia region, including the interconnections of languages and cultures, peoples and communities, histories and economies.

The ability to communicate in Chinese provides incentives for travel and for more meaningful interactions with speakers of Chinese, encouraging socio-cultural understanding between Australia and Chinese-speaking countries, and cohesion within the Australian community. It also provides opportunities for students to gain insights into the contributions that have been made by Chinese-speaking communities to Australian society and to the global community. For background speakers, this valuable learning experience is further enhanced by the opportunity to maintain and develop their Chinese language skills and understanding of their cultural heritage.

The rich linguistic and cultural diversity of New South Wales, to which Chinese-speaking communities contribute significantly, provides an educational environment where the study of languages and cultures is valued as a unique and integral part of the K–10 curriculum.

Through learning languages, students develop an intercultural capability and an understanding of the role of language and culture in communication, and become more accepting of difference and diversity. They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity.

The study of Chinese in Kindergarten to Year 10 may be the basis for further study of one of the differentiated Chinese syllabuses available for study in Stage 6, and for future employment, within Australia and internationally, in areas such as commerce, tourism, hospitality, education and international relations.
The Place of the Chinese K–10 Syllabus in the K–12 Curriculum

Prior-to-school learning
Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned appropriately. The Early Years Learning Framework for Australia describes a range of opportunities for students to develop a foundation for future success in learning.

Early Stage 1 – Stage 3
Chinese K–10

Stage 4
Chinese K–10
100 hours of one language in one continuous 12-month period (including Life Skills outcomes and content)

Stage 5
Chinese K–10
(including Life Skills outcomes and content)

Stage 6
(Years 11–12)

Chinese Beginners
Eligibility rules apply. Refer to the NESA website

Chinese Continuers
Eligibility rules apply. Refer to the NESA website

Chinese in Context
Eligibility rules apply. Refer to the NESA website

Chinese and Literature

Chinese Extension
Year 12

Community, other education and learning, and workplace pathways
Aim

The study of Chinese in K–10 enables students to communicate with others in Chinese, and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others.
Objectives

Knowledge, Understanding and Skills

Communicating strand

Students use language for communicative purposes by:

- **interacting** – exchanging information, ideas and opinions, and socialising, planning and negotiating
- **accessing and responding** – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts
- **composing** – creating spoken, written, bilingual, digital and/or multimodal texts.

Understanding strand

Students analyse and understand language and culture by:

- **systems of language** – understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place
- **the role of language and culture** – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity.

The *Communicating* and *Understanding* strands are interdependent and one or more of the objectives may be emphasised at any given time, depending on the language and the Stage of learning.

Values and Attitudes

Students:

- develop an interest in and enjoyment of language learning
- appreciate and value their own heritage, culture and identity
- appreciate and respect the culture, beliefs and values of others through language learning.
## Outcomes

### Table of Objectives and Outcomes – Continuum of Learning

#### Communicating strand

<table>
<thead>
<tr>
<th>Objective</th>
<th>Early Stage 1 outcome</th>
<th>Stage 1 outcome</th>
<th>Stage 2 outcome</th>
<th>Stage 3 outcome</th>
<th>Stage 4 outcome</th>
<th>Stage 5 outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacting – exchanging information, ideas and opinions, and socialising, planning and negotiating</td>
<td><strong>LCHe-1C</strong> interacts in simple exchanges in Chinese</td>
<td><strong>LCH1-1C</strong> participates in classroom interactions and play-based learning activities in Chinese</td>
<td><strong>LCH2-1C</strong> interacts with others to share information and participate in classroom activities in Chinese</td>
<td><strong>LCH3-1C</strong> uses Chinese to interact with others to exchange information and opinions, and to participate in classroom activities</td>
<td><strong>LCH4-1C</strong> uses Chinese to interact with others to exchange information, ideas and opinions, and to make plans</td>
<td><strong>LCH5-1C</strong> manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and to make plans and negotiate</td>
</tr>
</tbody>
</table>
**Objective**

**Accessing and responding** – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts

<table>
<thead>
<tr>
<th>Early Stage 1 outcomes</th>
<th>Stage 1 outcomes</th>
<th>Stage 2 outcomes</th>
<th>Stage 3 outcomes</th>
<th>Stage 4 outcomes</th>
<th>Stage 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
</tr>
<tr>
<td>LCHe-2C</td>
<td>LCH1-2C</td>
<td>LCH2-2C</td>
<td>LCH3-2C</td>
<td>LCH4-2C</td>
<td>LCH5-2C</td>
</tr>
<tr>
<td>engages with Chinese texts</td>
<td>identifies key words and information in simple texts</td>
<td>locates and classifies information in texts</td>
<td>obtains and processes information in texts, using contextual and other clues</td>
<td>identifies main ideas in, and obtains information from texts</td>
<td>identifies and interprets information in a range of texts</td>
</tr>
<tr>
<td>LCHe-3C</td>
<td>LCH1-3C</td>
<td>LCH2-3C</td>
<td>LCH3-3C</td>
<td>LCH4-3C</td>
<td>LCH5-3C</td>
</tr>
<tr>
<td>responds to spoken and visual texts</td>
<td>responds to texts using a range of supports</td>
<td>responds to texts in a variety of ways</td>
<td>responds to texts using different formats</td>
<td>organises and responds to information and ideas in texts for different audiences</td>
<td>evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</td>
</tr>
</tbody>
</table>
## Objective

**Composing** – creating spoken, written, bilingual, digital and/or multimodal texts

<table>
<thead>
<tr>
<th>Early Stage 1 outcome</th>
<th>Stage 1 outcome</th>
<th>Stage 2 outcome</th>
<th>Stage 3 outcome</th>
<th>Stage 4 outcome</th>
<th>Stage 5 outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
</tr>
<tr>
<td><strong>LCHe-4C</strong></td>
<td><strong>LCH1-4C</strong></td>
<td><strong>LCH2-4C</strong></td>
<td><strong>LCH3-4C</strong></td>
<td><strong>LCH4-4C</strong></td>
<td><strong>LCH5-4C</strong></td>
</tr>
<tr>
<td>composes texts in</td>
<td>composes texts in</td>
<td>composes texts in</td>
<td>composes texts in</td>
<td>applies a range of linguistic structures to compose texts in Chinese, using a range of formats for different audiences</td>
<td></td>
</tr>
<tr>
<td>Chinese using visual</td>
<td>Chinese using rehearsed</td>
<td>Chinese using modelled</td>
<td>Chinese using a series of sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>supports and other</td>
<td>language</td>
<td>language</td>
<td>sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>scaffolds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Speaking, listening, reading and writing skills are integral for students who are developing their acquisition of the language. For some students with disability, teachers will need to consider relevant and appropriate adjustments to speaking, listening, reading, writing and communication experiences within the context of the *Chinese K–10 Syllabus.*
### Understanding strand

**Objective**

**Systems of language** – understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place

<table>
<thead>
<tr>
<th>Early Stage 1 outcomes A student:</th>
<th>Stage 1 outcomes A student:</th>
<th>Stage 2 outcomes A student:</th>
<th>Stage 3 outcomes A student:</th>
<th>Stage 4 outcomes A student:</th>
<th>Stage 5 outcomes A student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCHe-5U recognises spoken Chinese</td>
<td>LCH1-5U recognises and reproduces the sounds of Chinese</td>
<td>LCH2-5U recognises pronunciation and intonation patterns of Chinese</td>
<td>LCH3-5U applies key features of Chinese pronunciation and intonation</td>
<td>LCH4-5U applies Chinese pronunciation and intonation patterns</td>
<td>LCH5-5U demonstrates how Chinese pronunciation and intonation are used to convey meaning</td>
</tr>
<tr>
<td>LCHe-6U recognises written Chinese</td>
<td>LCH1-6U recognises basic Chinese writing conventions</td>
<td>LCH2-6U demonstrates understanding of basic Chinese writing conventions</td>
<td>LCH3-6U applies basic Chinese writing conventions</td>
<td>LCH4-6U demonstrates understanding of key aspects of Chinese writing conventions</td>
<td>LCH5-6U demonstrates understanding of how Chinese writing conventions are used to convey meaning</td>
</tr>
<tr>
<td>LCHe-7U recognises the difference between statements, questions and commands in Chinese</td>
<td>LCH1-7U recognises Chinese language patterns in statements, questions and commands</td>
<td>LCH2-7U demonstrates understanding of elements of Chinese grammar in familiar language patterns</td>
<td>LCH3-7U demonstrates understanding of Chinese grammatical structures</td>
<td>LCH4-7U applies features of Chinese grammatical structures and sentence patterns to convey information and ideas</td>
<td>LCH5-7U analyses the function of complex Chinese grammatical structures to extend meaning</td>
</tr>
<tr>
<td>LCHe-8U recognises that there are different kinds of texts</td>
<td>LCH1-8U recognises features of familiar texts</td>
<td>LCH2-8U demonstrates an awareness of how familiar texts are structured</td>
<td>LCH3-8U recognises how texts and language use vary according to context and purpose</td>
<td>LCH4-8U identifies variations in linguistic and structural features of texts</td>
<td>LCH5-8U analyses linguistic, structural and cultural features in a range of texts</td>
</tr>
</tbody>
</table>
**Objective**

*The role of language and culture* – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity

<table>
<thead>
<tr>
<th>Early Stage 1 outcome</th>
<th>Stage 1 outcome</th>
<th>Stage 2 outcome</th>
<th>Stage 3 outcome</th>
<th>Stage 4 outcome</th>
<th>Stage 5 outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
</tr>
</tbody>
</table>

- **LCH-e-9U** recognises other languages and cultures in their immediate environment and the world
- **LCH1-9U** recognises similarities and differences in communication across cultures
- **LCH2-9U** recognises how terms and expressions reflect aspects of culture
- **LCH3-9U** makes connections between cultural practices and language use
- **LCH4-9U** identifies that language use reflects cultural ideas, values and beliefs
- **LCH5-9U** explains and reflects on the interrelationship between language, culture and identity
Stage Statements

Stage statements are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for the relevant Stage of learning.

Prior-to-school Learning

Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned for appropriately.

The Early Years Learning Framework for Australia describes a range of opportunities for students to learn and develop a foundation for future success in learning.

The Early Years Learning Framework for Australia has five Learning Outcomes that reflect contemporary theories and research evidence about children’s learning. The outcomes are used to guide planning and to assist all children to make progress.

The outcomes are:
1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

In addition, teachers need to acknowledge the learning that children bring to school, and plan appropriate learning experiences that make connections with existing language and literacy development, including language used at home.
Early Stage 1

By the end of Early Stage 1 students interact in Chinese with their peers and teacher through action-related talk and play-based activities. They exchange greetings and respond to simple instructions, question cues and spoken and visual texts with actions, gestures, single words or phrases, including formulaic phrases. They participate in shared listening or viewing of texts such as Big Book stories, using pictures and contextual clues to help make meaning, and responding through actions, gestures, drawing or singing. They identify key words in spoken texts, such as names of people or objects, and match simple words to pictures, for example labelling classroom objects in Chinese and English. They compose their own spoken texts with teacher support, using scaffolds and visual support, such as photos, to convey simple information about themselves or their family.

Students recognise that Chinese sounds different to English, and mimic Chinese pronunciation, approximating sounds. They recognise the difference between statements, questions and commands. They understand that there are different kinds of texts, such as songs, labels and captions, and recognise Chinese in the written form. They understand that some Chinese and English words are similar. They understand that Chinese is used in China and other places in the world, including Australia, and explore different languages that are used by their peers or family, or in their local community. Students have a growing awareness of the culture of Chinese-speaking communities, and identify some Chinese cultural practices that are similar or different to their own.

Students with prior learning and/or experience

Students with prior learning and/or experience of Chinese have more developed communicative skills, and knowledge and understanding of language and culture. They interact in Chinese with their peers and teacher by exchanging greetings, responding to questions and instructions and taking turns in class activities. They identify key words and specific information in simple spoken and visual texts, and share information, using illustrations and gestures to support meaning. They compose simple spoken and visual texts, using illustrations and actions, and create bilingual word lists and labels for the classroom.

Students recognise the tonal nature of Chinese, and apply different tones to familiar words to express different meanings. They recognise that the sounds of Chinese are represented as Hanzi in the written form, and identify the function of statements, questions and commands. They describe aspects of self and their family background, and their own prior learning and/or experience of Chinese.
Stage 1

By the end of Stage 1, students interact in Chinese with their peers and teacher to exchange greetings and simple information. They use Chinese in play-based learning contexts and classroom routines, using modelled language. They identify key words and information in simple texts, such as stories, songs and rhymes, and respond to texts, using key words, phrases, gestures, objects and other supports. They compose simple texts in Chinese using rehearsed language, and create bilingual labels and captions for objects and visual texts.

Students reproduce the sounds of spoken Chinese, recognising the four tones and how they can change the meaning of words. They recognise Hanzi as a form of writing, and Pinyin as the romanised spelling of the sounds of Chinese. They trace and copy familiar Hanzi, with attention to stroke order and direction. They identify language patterns in simple statements, questions and commands. They identify features of familiar texts, such as a film poster, and variations in language use when greeting and addressing different people. They recognise that Chinese and English borrow words and expressions from each other and other languages. They understand that Chinese is an international language, and that there are many Chinese-speaking communities in Australia and around the world. Students understand that the ways in which people use language reflect their culture, and relate to where and how they live and what is important to them. They reflect on similarities and differences between Chinese and their own language and culture.

Students with prior learning and/or experience

Students with prior learning and/or experience of Chinese have more developed communicative skills, and knowledge and understanding of language and culture. They interact in Chinese with their peers and teacher to exchange personal information, and participate in classroom routines and guided activities by responding to questions, following instructions and seeking permission. They locate and organise key points of information from simple spoken, written, digital and visual texts, and respond to texts in English or by using modelled sentence structures in Chinese. They compose simple texts, using modelled language and illustrations to support meaning, and create simple bilingual texts in print or digital form, such as word lists, labels or captions for the classroom.

Students apply pronunciation, stress and phrasing, identifying the four tones and comparing consonant and vowel sounds. They copy familiar Hanzi, recognising the morphological nature of Chinese words, and identify parts of speech and basic word order in simple sentences. They reflect on the role of Chinese language and culture in their own lives.
Stage 2

By the end of Stage 2, students interact with others in Chinese to share information and participate in guided classroom activities that involve following instructions and collaborating with peers. They locate and classify information in texts, such as advertisements, menus or maps, and respond to texts, using modelled language and graphic, visual or digital supports. They compose texts in Chinese, using familiar words, formulaic expressions and modelled language, and create bilingual texts, such as descriptions and signs for the classroom.

Students recognise and reproduce pronunciation and intonation patterns, recognising the tone-syllable nature of spoken Chinese and using Pinyin as a learning tool to reflect the sounds of spoken Chinese. They recognise and write frequently used Hanzi, and identify basic elements of grammar in familiar language patterns. They recognise structure and language features in familiar texts, and variations in language use according to context and relationships between participants. They identify the use of Chinese by communities in many countries. Students identify terms and expressions in Chinese that reflect cultural practices, and make comparisons with their own and other communities. They understand that ways of communicating and behaving reflect aspects of personal identity.

Students with prior learning and/or experience

Students with prior learning and/or experience of Chinese have more developed communicative skills, and knowledge and understanding of language and culture. They interact with others in Chinese to share information, experiences and feelings, and participate in tasks and activities that involve collaborative planning and simple transactions. They locate and organise information from spoken, written, digital and visual texts, and respond to texts, using English or modelled language in Chinese, in spoken, written and digital modes. They compose texts using formulaic expressions, modelled language and visual supports, and create bilingual texts such as signs or notices, digital picture dictionaries or word banks for the classroom and school community.

Students apply tonal features of spoken Chinese, and recognise how syllables are decoded from and encoded into Pinyin. They identify the form and composition of and spacing within Hanzi, relating components and their positions to meaning and sound. They apply their knowledge of grammatical elements to describe actions, people and objects. They reflect on their experiences when interacting in Chinese and English-speaking contexts, identifying similarities and differences in language use and behaviours.
Stage 3

By the end of Stage 3, students interact with others in Chinese to exchange information and opinions. They engage in classroom activities and collaborate with peers to plan a group activity or shared event. They obtain and organise information from written, spoken and digital texts, using contextual and other clues to elicit meaning, and respond to texts in Chinese or English, using a range of formats. They compose informative and imaginative texts, linking ideas in a series of sentences, and using familiar modelled language and scaffolds. They create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community.

Students use key features of pronunciation and intonation, recognising stress and phrasing, and make connections with the spelling and tone marks of Pinyin. They write frequently used Hanzi, identifying common components and connections in meaning, and write texts, applying basic writing conventions. They recognise the systematic nature of Chinese grammar rules, and use basic grammatical structures to present information. They identify how texts and language use vary according to purpose and context, and recognise that there is diversity within Chinese spoken and written forms. Students describe aspects of their own identity, making comparisons between their own cultural practices and language use and those of Chinese-speaking communities, and considering how this affects intercultural communication.

Students with prior learning and/or experience

Students with prior learning and/or experience of Chinese have more developed communicative skills, and knowledge and understanding of language and culture. They initiate interactions in Chinese with others to exchange information, ideas and opinions, and collaborate with peers to make choices and arrangements, organise events and complete transactions. They locate and classify information from a range of written, spoken and digital texts, and respond to texts in Chinese or English, using a range of formats for different audiences. They compose imaginative and informative texts for a variety of purposes and audiences, and create bilingual texts and resources for their own language learning and the school community.

Students apply Chinese pronunciation and intonation, recognising the use of tone, intonation and stress to express emotion, opinion and attitude. They explain the form and function of components of individual Hanzi, identifying the contextual meaning of individual syllables or Hanzi. They apply basic structures and features of Chinese grammar to present information and elaborate on meaning. They reflect on their experiences in Chinese and English-speaking contexts, discussing adjustments made when moving from English to Chinese and vice versa.
Stage 4

By the end of Stage 4, students interact with others in Chinese to exchange information and ideas on topics of interest, and engage in collaborative tasks and activities that involve making plans and arrangements. They identify main ideas and specific information in a range of written, spoken and digital texts, and respond in Chinese or English to information and ideas, in a range of formats for specific audiences. They compose informative and imaginative texts for different audiences, using a range of linguistic structures with the support of stimulus materials and modelled language, and create bilingual texts and learning resources for the classroom.

Students apply Chinese pronunciation and intonation patterns, discriminating the use of tones, rhythm and sound flow, and making connections with *Pinyin*. They read and write familiar *Hanzi*, identifying how character structure, position and component sequences relate the form of a character to its particular sound and meaning, and apply key aspects of writing conventions. They use features of Chinese grammatical structures and sentence patterns to convey information and ideas. They identify variations in linguistic and structural features in a range of texts, explaining how language use varies according to context, purpose and the relationship between participants.

Students recognise diversity in Chinese language use in different communities and regions, such as dialects, and local languages and character systems. They explore connections between language and culture in particular words, expressions and communicative behaviours. They share their reactions to intercultural experiences, considering how ways of communicating and expressing identity are shaped by the values and beliefs of a community.

Students with prior learning and/or experience

Students with prior learning and/or experience of Chinese have more developed communicative skills, and knowledge and understanding of language and culture. They interact in Chinese with peers and known adults on a range of topics and experiences, and engage in collaborative tasks and activities that involve planning, negotiating and making decisions. They obtain and process information from a range of written, spoken and digital texts, and respond in Chinese or English to information and ideas on a variety of topics, events or experiences, using different modes of presentation for particular audiences. They compose informative and imaginative texts in a range of formats according to purpose and audience, and create bilingual texts and resources for the school and wider community.

Students apply Chinese pronunciation and intonation patterns, examining differences in sounds and tones, and patterns of sound flow in speech. They use their knowledge of *Hanzi* components or the position of components, and apply elements of Chinese grammar and sentence structure to express ideas. They understand how different types of texts are structured and use particular language features according to context, purpose and audience. They understand how language use varies according to context and reflects roles, relationships and cultural values. They explore the impact of technology on Chinese and how Chinese has changed over time through interaction with other languages and cultures. Students explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures. They reflect on how their own biography, including family origins, traditions and beliefs, affects their sense of identity and ways of communicating.
**Students with a background in Chinese**

Students with a background in Chinese have more sophisticated communicative skills, and knowledge and understanding of language and culture. They interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences, and engage in collaborative tasks and activities that involve negotiating, solving problems and justifying decisions. They access and evaluate information in a range of written, spoken and digital texts, and respond in Chinese to information, ideas and perspectives on a range of topics, events or experiences, using different presentation modes for particular audiences. They compose imaginative and informative texts in a range of formats according to purpose and audience, and create bilingual texts and resources for the school and wider community.

Students apply features of Chinese pronunciation and intonation, making comparisons with their own. They use an increasing range of Hanzi in texts, identifying the form and function of components in individual Hanzi. They apply their knowledge of Chinese grammar to organise and elaborate on ideas and opinions, and understand how different types of texts are structured and use particular language features according to context, purpose and audience. They understand how language use varies according to context and reflects roles, relationships and cultural values. They explore the impact of technology on Chinese and how Chinese has changed over time through interaction with other languages and cultures. Students analyse Chinese language use across genders and generations, within and across communities. They reflect on how and why being a speaker of Chinese contributes to their sense of identity and is important to their Chinese cultural heritage.
Stage 5

By the end of Stage 5, students manipulate Chinese in sustained interactions with others to exchange information, ideas and opinions. They participate in a range of collaborative tasks, activities and experiences that involve making plans, negotiating and solving problems. They identify and interpret information from a range of written, spoken, visual or multimodal texts, and evaluate and respond in Chinese or English to information, opinions and ideas, using a range of formats for specific contexts, purposes and audiences. They compose informative and imaginative texts to express ideas, attitudes and values, experimenting with linguistic patterns and structures, and using different formats for a variety of contexts, purposes and audiences. They create a range of bilingual texts and resources for the school and wider community.

Students apply pronunciation, intonation and phrasing patterns of spoken Chinese to convey meaning, recognising variations in sound and tone patterns according to the age, gender and regional background of speakers. They use their knowledge of character form and function to infer the sound and meaning of unfamiliar Hanzi, and apply appropriate writing conventions in texts. They analyse and use complex grammatical structures to present information, express ideas and opinions and extend meaning. They analyse the effects of linguistic and structural features in texts, explaining their interrelationship with context, purpose and audience. They examine the impact of factors such as media, technology, globalisation and popular culture on Chinese.

Students explain how and why language use varies according to social and cultural contexts, relationships between participants and textual purpose. They understand that language, culture and communication are interrelated and shaped by each other. They reflect on their intercultural experiences, recognising how cultural identity influences ways of communicating, thinking and behaving.

Students with prior learning and/or experience

Students with prior learning and/or experience of Chinese have more developed communicative skills, and knowledge and understanding of language and culture. They initiate and sustain interactions in Chinese with others to share information, feelings, opinions, ideas and points of view. They participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems. They obtain, interpret and evaluate information, ideas and opinions from a range of texts, and respond to texts in Chinese or English, using different formats for specific contexts, purposes and audiences. They compose a variety of informative and imaginative texts in different formats, and create a range of bilingual texts, for different contexts, purposes and audiences.

Students apply their knowledge of intonation and stress, explaining their role in interactions in various contexts, and use their knowledge of Hanzi form and function to infer the sound and meaning of unfamiliar Hanzi in texts. They use complex grammatical structures, including a variety of verb and adjective conjugations, to achieve sophistication in expression, and explain the relationship between context, purpose, audience, linguistic features and cultural elements in a range of personal, reflective, informative and persuasive texts. They research the phenomenon of language change in Chinese-speaking communities, analysing and comparing language use of previous generations with contemporary use. Students analyse the reciprocal relationship between language, culture and communication, and how this relationship reflects values, attitudes and beliefs. They reflect on how their own identity both influences and is shaped by ways of communicating, thinking and behaving.
Students with a background in Chinese

Students with a background in Chinese have more sophisticated communicative skills, knowledge and understanding of language and culture. They initiate and sustain interactions with others to discuss ideas and points of view, and participate in a range of collaborative tasks, activities and experiences that involve planning, negotiation and debate. They analyse written and spoken texts to identify elements such as viewpoint, theme, stylistic devices, cultural influences and values. They respond in Chinese to information and ideas from different perspectives, using a range of formats for specific contexts, purposes and audiences. They compose a variety of informative and imaginative texts in different formats, experimenting with genre, textual features and stylistic devices, and create a range of bilingual texts, for different contexts, purposes and audiences.

Students apply patterns of rhythm, tempo, stress, pitch and intonation to enhance the expression of meaning. They use their knowledge of Chinese orthography to access a wide range of vocabulary and texts, and apply complex grammatical structures to enhance communication and achieve particular effects. They explain the relationship between context, purpose, audience, linguistic features and cultural elements in a range of personal, reflective, informative and persuasive texts. They research the phenomenon of language change in Chinese-speaking communities, analysing and comparing language use of previous generations with contemporary use. Students discuss how meanings vary according to cultural assumptions that Chinese and English speakers bring to interactions, and how mutual understanding can be achieved. They reflect on variations in their own language use and communicative and cultural behaviours in Chinese and English-speaking contexts.
Content

For Kindergarten to Year 10, courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the Stage. In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The knowledge, understanding and skills described in the outcomes and content provide a sound basis for students to successfully move to the next stage of learning.

In general, the examples of content in the Communicating strand are learning tasks (see glossary). Unlike form-focused language activities and exercises (see glossary), the learning tasks involve the achievement of a devised or actual goal or purpose. They provide opportunities to draw on existing language resources and to experiment with new forms in authentic or simulated contexts.

The content has been designed to accommodate a range of student entry points and a range of learners, some of whom may have significant prior learning, experience or background in Chinese.

In Kindergarten to Year 6, content has been developed for two broad student groups:
- students who are studying the language as second or additional language learners; and
- students who have prior learning and/or experience.

In Year 7 to Year 10, content has been developed and presented in four ways:
- students who are studying the language as second or additional language learners
- students who have prior learning and/or experience
- students who have experienced some or all of their formal school education in a Chinese-speaking environment
- students undertaking a course based on Life Skills outcomes and content.
**Organisation of Content**

The following diagram provides an illustrative representation of elements of the course and their relationship.

**Strands**

The content of the syllabus is organised through the two interrelated strands of *Communicating* and *Understanding*, and related objectives and outcomes.

The strands reflect important aspects of language learning related to communication, analysis and understanding of language and culture, and reflection. Students reflect on the experience of communicating and on their own language and culture in comparison to those of others.
Macro Skills

The four macro skills: listening, reading, speaking and writing are related to syllabus objectives within the *Communicating* strand in the following way:

<table>
<thead>
<tr>
<th>Interacting</th>
<th>Accessing and responding*</th>
<th>Composing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Listening</td>
<td>Speaking</td>
</tr>
<tr>
<td>Reading</td>
<td>Reading</td>
<td>Writing</td>
</tr>
<tr>
<td>Speaking</td>
<td>Speaking</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Writing</td>
<td></td>
</tr>
</tbody>
</table>

* The response to texts may be in English or Chinese depending on the outcome or content.

Listening, reading, speaking and writing skills are integral for students who are developing in their acquisition of Chinese. For some students with disability, teachers will need to consider relevant and appropriate adjustments to listening, reading, speaking, writing and communication experiences within the context of the *Chinese K–10 Syllabus*.

The use of English

The target language is used wherever possible as the primary medium of interaction in both language-oriented and most content-oriented tasks.

English may be used for discussion, explanation or analysis and reflection, providing opportunities for students to develop metalanguage for sharing ideas about language, culture and experience.
Learning Across the Curriculum

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the NESA K–10 Curriculum Framework and Statement of Equity Principles, and in the Melbourne Declaration on Educational Goals for Young Australians (December 2008).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:
- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

NESA syllabuses include other areas identified as important learning for all students:
- Civics and citizenship
- Difference and diversity
- Work and enterprise

Learning across the curriculum content is incorporated, and identified by icons, in the content of the Chinese K–10 Syllabus in the following ways.
Aboriginal and Torres Strait Islander Histories and Cultures

The study of languages provides valuable opportunities for students to make interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, and to develop their understanding of concepts related to the linguistic landscape of Australia. Students explore the languages spoken in their immediate environment and identify local and other Aboriginal languages, off-Country Aboriginal languages and/or Torres Strait Islander languages. They examine cultural symbols and practices across languages, and ways in which people express their culture through traditional stories, songs, dance and crafts. By exploring and reflecting on the interrelationship between language, culture and identity, students are provided with opportunities to understand that the ways in which people use language reflect the values and beliefs of their respective communities, including Australia’s rich and diverse local Aboriginal communities and Torres Strait Islander communities.

When planning and programming content relating to Aboriginal histories and cultures and Torres Strait Islander histories and cultures, teachers are encouraged to:

- involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
- read the Principles and Protocols relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of their local Aboriginal communities.

Asia and Australia’s Engagement with Asia

Students learning Chinese can engage with rich content and contexts for developing their knowledge and understanding of Chinese-speaking societies and are provided with opportunities to make comparisons with other Asian societies, languages, cultures, values and beliefs. They have opportunities to learn to communicate and interact in Chinese in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Chinese and other Asian cultures. They are provided with opportunities to understand that there are Chinese-speaking communities in China, Taiwan, Singapore, Australia and around the world, and that there is diversity within the Chinese language. They identify words and expressions that Chinese and English borrow from each other and other languages. They explore the impact on Chinese of social, cultural and intercultural influences, such as media, technology, globalisation and popular culture. They develop an appreciation for the place of Australia within the Asia region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students are provided with opportunities to learn how Australia is situated within the Asia region, and how Australia’s linguistic and cultural identity is continuously evolving, both locally and within an international context.

Sustainability

Learning Chinese provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in Chinese-speaking communities in China, Australia and the world. They engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts such as the environment, climate, conservation, linguistic and cultural ecologies, and change, both within Chinese language and culture, and across languages and cultures. Students develop their knowledge, understanding and skills about sustainability within particular cultural contexts. Through interacting with others, negotiating meaning and mutual understanding and reflecting on communication, they can learn to live and work in ways that are both productive and sustainable.
Critical and Creative Thinking

Students develop critical and creative thinking as they interact in Chinese with people and ideas from diverse backgrounds and perspectives. They participate in a range of collaborative tasks, activities and experiences that involve negotiating, solving problems and making decisions. Students obtain, interpret and organise information, ideas and perspectives from a range of texts, analysing aspects of Chinese language and culture and making comparisons with other languages and cultures. They develop skills in creative thinking when composing informative and imaginative texts in Chinese in different formats for a range of contexts, purposes and audiences.

Ethical Understanding

Students learning Chinese are encouraged to acknowledge and value difference in their interactions with others and to respect diverse ways of perceiving and acting in the world. They can apply their knowledge of ethics when using technology to communicate information. When collecting, interpreting and analysing information, ideas and research data related to aspects of language and culture in Chinese-speaking communities, students are provided with opportunities to learn about ethical procedures for investigating and working with people and places. As they develop their knowledge and understanding of the language, culture, beliefs, values and attitudes of Chinese-speaking, their own and other communities, students become more aware of their own roles and responsibilities as citizens.

Information and Communication Technology Capability

Accessing live Chinese environments and texts via digital media contributes to the development of students’ ICT capabilities as well as linguistic and cultural knowledge, and extends the boundaries of the classroom. Students are provided with opportunities to maximise use of the technologies available to them, adapting as technologies evolve and limiting the risks to themselves and others in a digital environment.

Students interact with Chinese speakers in digital environments, and access multimodal resources, digital environments and technologies to enhance their learning. They engage with digital and multimodal texts to obtain, interpret, reorganise and present information, opinions and ideas. They use word-processing skills to produce written texts using Chinese characters. They create informative and imaginative texts in digital formats, using text, sound and images, and produce bilingual resources, such as digital displays or websites, for the school community.

Intercultural Understanding

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Learning languages can enable students to develop their intercultural understanding as they learn to value their own language(s), culture(s) and beliefs, and those of others. They are provided with opportunities to understand the reciprocal relationship between language, culture and identity, and how this relationship reflects the values and beliefs of a community. Students are encouraged to reflect on their own and other cultures in ways that recognise similarities and differences, create connections with others and cultivate mutual respect. Learning to move between languages and cultures is integral to language learning and is the key to the development of students’ intercultural understanding.
Students learning Chinese are provided with opportunities to understand that language develops and operates in a sociocultural context. They are encouraged to make connections between social and cultural practices and language use, identifying culture-specific terms and expressions in Chinese and making comparisons with other languages and cultures. They examine differences in language use and behaviours, explaining variations according to context, purpose, mode of delivery and the roles and relationships of participants. Students are provided with opportunities to understand how cultural identity influences ways of communicating, thinking and behaving. They reflect on their experiences when interacting in Chinese and English-speaking contexts, considering adjustments made and how this affects intercultural communication.

**Literacy**

Contemporary research has demonstrated explicit links between language learning and improved literacy skills. The study of Chinese develops students’ understanding of how languages work as systems, thereby enhancing literacy and language skills in Chinese, as well as English. For background speakers of Chinese, the knowledge, understanding and skills which students develop through learning their first language also support and enhance the development of literacy in English.

Students learning Chinese can make connections between spoken language and Chinese characters and *Pinyin*. They engage with Chinese texts, applying their knowledge of character form and function to infer the sound and meaning of unfamiliar characters in texts, and compose texts using familiar characters. They are encouraged to use metalanguage to describe linguistic structures and features in texts, recognising that grammatical concepts serve particular functions and represent part of the system of language.

Students identify main ideas and specific information in a range of spoken, written and multimodal texts, explaining textual structure and linguistic features, and their relationship with context, purpose and audience. They convey information, ideas and opinions in a variety of text types and formats, and compose informative and imaginative texts in different formats for a range of audiences, purposes and contexts, applying their knowledge of grammatical structures, word order and sentence construction. Students create bilingual texts and resources for the school and wider community, making comparisons between Chinese and English textual features, and linguistic and cultural elements.

**Numeracy**

Students develop numeracy capability as they communicate in Chinese in everyday situations. They use Chinese numbers for counting and measuring, understanding and using Chinese characters in written texts. They role-play shopping situations in class, negotiating details such as size, quantity and price, and using currency exchange rates to complete transactions. They use expressions of time to sequence events, and create calendars to share information about class routines, birthdays, including Chinese zodiac signs, and Chinese events and celebrations. They interpret data and statistics from multimodal sources, and construct tables, charts, graphs and diagrams to present information.
Personal and Social Capability

Students develop personal and social capability as they interact with Chinese speakers in culturally appropriate ways in a range of contexts and situations, developing understanding of the importance of communicating in a respectful manner. They participate in shared tasks and activities that involve planning, negotiating, and making decisions and arrangements. They work both collaboratively and independently, engaging with Chinese texts and resources to obtain, interpret and evaluate information, and creating their own informative and imaginative texts to express their ideas, opinions and beliefs.

Students explore connections between Chinese language and culture in particular words, expressions and communicative behaviours, recognising and empathising with values that are important to Chinese-speaking communities. They are provided with opportunities to understand that people view and experience the world in different ways, and reflect on their own heritage, values, culture and identity.

Civics and Citizenship

As students engage in learning Chinese, they develop the knowledge, understanding, skills, values and attitudes for responsible, informed and active participation in Australian society and as global citizens.

Students are provided with opportunities to understand the concept of community identity within the context of multicultural Australia. They explore the diversity of identities and cultural perspectives within Chinese-speaking and other Australian communities and the diverse ways in which individuals and communities may express their cultures and identities in Australian society.

Students examine the importance of tradition to a sense of community and national identity, and explore the impact of social, cultural and intercultural influences on Chinese language and culture, such as media, technology, globalisation and popular culture. They appreciate the richness of Chinese language and culture, and the significant social, economic and cultural contributions of Chinese-speaking communities to Australian society and the world.

Difference and Diversity

Through their learning of Chinese, students develop awareness, understanding and acceptance of difference and diversity in their personal lives, and within the local and global community. Students are provided with opportunities to learn about diverse values, attitudes, customs and traditions in Chinese-speaking communities, as well as characteristics that are common to their own and other communities. They communicate in Chinese in diverse contexts, developing understanding of the importance of using culturally appropriate language and behaviour.

The study of Chinese fosters the ideals of respect for others and appreciation and acceptance of diverse points of view, beliefs, attitudes and values. Students develop their understanding of issues such as age, beliefs, gender, disability, language and ethnicity, and their appreciation of ways in which diversity contributes to a deeper sense of community and national identity.
Work and Enterprise ★

Students need to be prepared for living and working in a world that is more technologically focused, globally connected and internationally competitive. Through their study of Chinese, students learn about the living and working conditions of Chinese-speaking communities, and are provided with opportunities to understand the impact of social, economic and technological developments. Students learning Chinese develop skills in communication, collaboration, negotiation and problem-solving that can equip them for participation in a range of work settings, and can enable them to become more effective and valuable members of the workforce. The ability to communicate in Chinese broadens future employment opportunities for students in an increasingly globalised world.
Content for Early Stage 1

Communicating

Interacting

Outcome

A student:
> interacts in simple exchanges in Chinese LCHe-1C

Content

Students:
- exchange greetings, for example: (ACLCHC001)
  - learning how to greet others at different times of the day, eg in the morning and after lunch, and saying goodbye (你好。早上好。下午好。)
  - introducing self and peers, eg 你好吗？我很好，谢谢！你呢？
- participate in classroom routines and follow simple instructions, for example: (ACLCHC001)
  - responding to teacher instructions, eg 请举手。请安静。
  - responding to teacher instructions about classroom routines, eg 排成一行。围成一圈。
  - responding to teacher instructions relating to a task, eg when learning a song, playing a game, observing a process, making a mosaic

Content for students with prior learning and/or experience

Students:
- interact with teacher and peers by exchanging information, for example: (ACLCHC113)
  - indicating likes and dislikes, eg 我喜欢….我不喜欢….。
  - sharing personal information about themselves and family, eg 我叫...., 我妈妈叫...., 我姐姐的名字是...., 她今年八岁。 妈妈很矮，爸爸很高。
  - sharing news, eg about their favourite toy, with peers and teachers
- participate in classroom activities by responding to instructions and taking turns, for example: (ACLCHC114)
  - learning the rules of a new game, eg 捉迷藏 and deciding who will be ‘it’, (谁来捉？), who will be hiding (谁来藏？) and how the game is won
  - observing a simple experiment and commenting on the process or results, eg 很有趣！...., 水变绿色了！
Communicating

Accessing and Responding

Outcomes

A student:
› engages with Chinese texts LCHe-2C
› responds to spoken and visual texts LCHe-3C

Content

Students:
• participate in shared listening and viewing activities, for example: (ACLCHC003)
  – singing songs that include actions
  – listening to songs that are accompanied by visual images
  – following picture book stories or interactive digital texts, eg 今天我们来读一本小人书。
• respond to simple or familiar stories, songs and rhymes through actions, drawing or singing, for example: (ACLCHC003)
  – following familiar picture book stories and responding to questions in Chinese or English, eg 他/她是谁？他/她的名字是什么？这是什么？Who is this？What is his/her name？What is this？
  – responding appropriately to spoken texts, eg chants or rhymes, by performing simple actions

Content for students with prior learning and/or experience

Students:
• identify key words and specific information in simple spoken and visual texts, for example: (ACLCHC115)
  – responding appropriately to questions about spoken and visual texts, eg 你觉得接下来会发生什么事？那个男孩/女孩喜欢什么？那个男孩子和女孩子会做好朋友吗？
• share information from texts, using illustrations and gestures to support meaning, for example: (ACLCHC116)
  – re-enacting a familiar story using gestures to support meaning
  – explaining a picture that they have created, eg 这是....，那是....
Communicating

Composing

Outcome

A student:

› composes texts in Chinese using visual supports and other scaffolds LCHe-4C

Content

Students:

• describe objects in Chinese using visual supports, for example: 大，小
  – describing size, eg 大，小
  – giving an opinion, using expressions, eg 我喜欢…..，我不喜欢…..

• label objects and images in Chinese, for example: (ACLCHC007)
  – labelling the days of the week during morning routine, eg 昨天是星期一。今天是星期二。明天是星期三。
  – assigning labels to a photo, eg of family members 妈妈、爸爸、哥哥、姐姐、妹妹
  – assigning labels to objects or places, eg 门、图书馆、厕所、海滩、森林

Content for students with prior learning and/or experience

Students:

• compose simple texts with illustrations or actions, for example: (ACLCHC118)
  – labelling or captioning a picture or story
  – creating a play based on an experience or familiar story
  – composing a spoken text based on a visual prompt, eg a picture
  – creating a calendar using labels of characters, eg Hanzi forms of days of the week
  – composing and performing simple action chants or repetitive raps
  – retelling a familiar story using pictures and actions to support understanding

• create bilingual word lists and labels for the classroom, for example: (ACLCHC120)
  – creating a bilingual picture dictionary from a set of familiar Hanzi
  – making a class word wall or display of an event, eg a sports day or school concert
  – labelling classroom objects, using known Hanzi
Understanding

Systems of Language

Outcomes

A student:
› recognises spoken Chinese LCHe-5U
› recognises written Chinese LCHe-6U
› recognises the difference between statements, questions and commands in Chinese LCHe-7U
› recognises that there are different kinds of texts LCHe-8U

Content

Students:
• recognise the sounds of Chinese, for example: (ACLCHU010) 📚
  – recognising the tonal nature of Chinese, using gestures to enhance differentiation of tones 📚
  – practising the pronunciation of syllables that are unique in Chinese, eg the four tones: 妈, 麻, 马, 骂 📚

• recognise that Chinese and English are written differently, for example: (ACLCHU011) 📚
  – differentiating between Hanzi and the Roman alphabet 📚
  – tracing simple Hanzi, eg 人、大、小、日、月、一、二、三 📚

• recognise the structure of statements, questions and commands in Chinese, for example (ACLCHU012) 📚
  – recognising basic word order, eg pronoun + verb + noun 这是我的爸爸。📚
  – recognising requests, eg 请站起来! 📚
  – recognising questions ending with 吗, eg 这是你的妈妈吗? 📚
  – indicating affirmative and negative responses, using 是, 不是 📚

• understand that some Chinese and English words are similar, for example:
  – recognising Chinese words used in English, eg ping pong, kung fu, yum cha 📚
  – recognising English words used in Chinese, eg chocolate, coffee, copy, Sydney, English, curry, pie, pizza, hamburger 📚

• understand that language is organised as 'text', for example: (ACLCHU013) 📚
  – recognising that texts are made up of words and groups of words that make meaning 📚
  – understanding that texts can be spoken, written, digital, visual or multimodal and they can be short or long 📚
  – naming familiar texts, eg story, rhyme, song or conversation 📚
  – comparing similar texts in Chinese and English, eg rhymes or songs 📚
Content for students with prior learning and/or experience

Students:

- recognise the tonal nature of spoken Chinese and apply different tones to familiar words to express different meanings, for example: (ACLCHU122)
  - applying tones to diverse sounds in Chinese to express different meanings
  - recognising differences between words with different tones, eg ma3 and ma4

- recognise that the sounds of Chinese are represented as Hanzi, for example: (ACLCHU123)
  - understanding that every Hanzi has meaning
  - making pictograms for Hanzi
  - tracing or copying the range of stroke types
  - tracing or copying Hanzi, eg 中、木、水、火、天、门

- identify the function of statements, questions and commands in Chinese, for example: (ACLCHU124)
  - understanding basic word order in statements using adjectives, eg pronoun + verb + adjective + noun (这是红花)。
  - recognising requests using 可以, eg 我可以走吗?
  - understanding different question words, eg 谁，什么，哪儿
Understanding

The Role of Language and Culture

Outcome

A student:
› recognises other languages and cultures in their immediate environment and the world LCHe-9U

Content

Students:
• understand that many languages, including various forms of Chinese, are spoken in Australia, for example: (ACLCHU014)
  – creating a language map of the different languages represented in the class
  – exploring the various forms of spoken and written Chinese
  – identifying local Aboriginal language/languages
  – discussing why there are different languages spoken by peers

• recognise that there are cultural practices that differ from their own, for example: (ACLCHC016)
  – sharing knowledge about celebrations in their own culture and making comparisons with cultural celebrations in Chinese and other communities, including Aboriginal and Torres Strait Islander communities
  – discussing cultural backgrounds of students/their parents and sharing knowledge of their language and culture

Content for students with prior learning and/or experience

Students:
• describe aspects of self and their family background, for example: (ACLCHC121)
  – creating a personal profile, using drawings, images or photos, including where their family is from, who speaks Chinese and/or other languages or dialects spoken at home
  – discussing elements of Chinese identity, eg Chinese name and zodiac
Content for Stage 1

Communicating

Interacting

Outcome

A student:
› participates in classroom interactions and play-based learning activities in Chinese LCH1-1C

Content

Students:
• interact with teacher and peers to exchange greetings and information, for example:
  (ACLCHC001)  כניסה
  – introducing self and peers to other students, eg 我叫 Anna。我五岁。
  – introducing peers to students in another class, eg 这是...。 他/她打乒乓球。
  – sharing personal information about self and family with peers, eg 我有弟弟。我爱我的妈妈。
  – using pictures and prompt cards to participate in a conversation 退出

• participate in classroom routines and activities, for example: (ACLCHC001) erras
  – engaging in classroom routines, eg 请举手。 请把手放下。 该我了。该谁了？
  – following instructions to learn a song erras
  – following instructions to learn and play a game, eg 今天我们一起学唱歌。 今天我们一起玩游戏。
  – acting out familiar scenarios, eg talking with friends at lunchtime, meeting a new student and getting ready for school, eg 你午饭吃什么？你好，我叫....。 你叫什么名字？ 午饭时间你打算做什么？ erras
Content for students with prior learning and/or experience

Students:

- interact with teacher and peers to exchange personal information, for example: (ACLCHC113)
  - initiating a conversation with a student from another class, eg 我叫 Johnny，我上一年级。我喜欢足球。你呢？
  - using pictures and prompt cards to participate in a conversation
  - discussing likes and dislikes, eg 我喜欢喝橙汁，但是我不喜欢喝茶。
  - interacting with teachers and peers, sharing ideas about familiar topics such as family, eg 我有一个姐姐，一个弟弟 and daily life, eg 我妈妈会做饺子。

- participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission, for example: (ACLCHC114)
  - following classroom instructions and routines, eg 请到前面来，我们现在要做....
  - participating in contemporary and traditional games, eg ‘memory’, using questions, eg 该谁了？, 你有几对? or 老鹰抓小鸡, including 快跑, 左边, 右边, 前面, 后面
  - engaging in activities, eg sports or other activities that involve decision-making, taking turns or performance
Communicating

Accessing and Responding

Outcomes

A student:
› identifies key words and information in simple texts LCH1-2C
› responds to texts using a range of supports LCH1-3C

Content

Students:
• locate specific items of information in texts, such as charts, songs, rhymes or lists, for example: (ACLCHC003, ACLCHC005) ● ●
  – using print or digital texts, eg familiar songs, rhymes and lists, to copy and find words ● ● ●
  – identifying key words in a song using gestures ● ●
  – locating and copying specific information needed to complete a sentence or phrase using charts ● ●
  – responding to questions and retelling information obtained from texts, eg a video clip or an avatar ● ●
  – sequencing pictures and text to describe events ● ●

• respond to texts using key words or phrases in English or Chinese, or gestures, drawings and other supports, for example: (ACLCHC004) ● ●
  – providing a voice-over to a mimed scenario ● ●
  – drawing a picture from the descriptions provided in a spoken text ● ●
  – drawing corresponding pictures to complete a storyboard after listening to familiar storybooks read in Chinese ● ●
  – responding to games with actions, eg the Chinese version of 'Simon says' (老师说： “手放在头上。” ) ● ●
Content for students with prior learning and/or experience

Students:

- locate and organise key points of information from simple spoken, written, digital and visual texts, for example: (ACLCHC115)
  - listening to a conversation about shopping and identifying the items to be purchased
  - sequencing a series of images and providing a supporting verbal explanation
  - using a calendar to share knowledge about the dates for upcoming celebrations or events, eg birthdays, Chinese New Year, school terms and sports days
  - viewing cartoons or segments of films based on traditional Chinese stories, eg 《大闹天宫》，and identifying the relationships between the characters

- respond to texts using English, or modelled sentence structures in Chinese, or illustrations to support meaning, for example: (ACLCHC116)
  - answering questions about a classroom presentation, eg who they are, where they live, what are their interests
  - reporting the findings of a survey of their peers about a topic of interest
  - responding to information on a cultural topic by selecting images and texts from magazines, newspapers and brochures
  - responding to spoken texts through play-acting, illustrating or movement
  - responding to a Chinese version of a familiar children’s story or folktale and re-enacting the plot using puppets, props or actions
Communicating

Composing

Outcome

A student:

› composes texts in Chinese using rehearsed language LCH1-4C

Content

Students:

• compose simple texts using familiar words, phrases and patterns, for example: (ACLCHC006)
  - composing a short personal profile, eg 我的名字是...., 我六岁, 我住在...... 这是我的车
  - introducing family members using multimodal and digital technologies, eg a presentation
    where familiar people are introduced using labels (这是我的妈妈。这是我的家。这是我的
    狗。)
  - creating speech bubbles for a character illustration, eg 我叫小明。你叫什么名字?

• label objects and caption visual texts, for example: (ACLCHC007)
  - captioning or labelling illustrations on storyboards
  - creating a labelled diagram to display science observations/illustrations, using a set of familiar
    Hanzi
  - creating a labelled collage or montage, using a set of familiar Hanzi, eg of fruits and
    vegetables
  - creating a project, eg an annotated photo/picture collection of their favourite animals

Content for students with prior learning and/or experience

Students:

• compose simple spoken texts using modelled sentence structures and illustrations to support
  meaning, for example: (ACLCHC118)
  - drawing a picture and writing a corresponding sentence, eg their favourite part of the story,
    我最喜欢的.... 就是...., 我喜欢的故事是....
  - using Hanzi and images to convey ideas in imaginative texts, eg using pictographs, including
    马、田、山 to illustrate an imagined event
  - experimenting with storytelling by rewriting a segment of a modelled narrative text by
    replacing characters, actions or descriptions of objects

• create simple print or digital bilingual texts, such as word lists, labels and captions for the
  classroom, for example: (ACLCHC120)
  - captioning photos, eg of a sports team
  - creating a bilingual dictionary with English words and their Hanzi equivalents, eg my
    classroom, our school, what I like to eat
  - producing a simple multimodal text that describes or labels images, eg 我看见了大卫。
Understanding

Systems of Language

Outcomes

A student:
› recognises and reproduces the sounds of Chinese LCH1-5U
› recognises basic Chinese writing conventions LCH1-6U
› recognises Chinese language patterns in statements, questions and commands LCH1-7U
› recognises features of familiar texts LCH1-8U

Content

Students:
• recognise consonant and vowel sounds and understand the four tones and how they can change the meaning of words, for example: (ACLCHU010) 📖
  – identifying initials (b, p, m, d, g, k) that are similar to English consonants (f, l, n, v) 📖
  – identifying vowels (a, o, e, i, u, ü) that are similar to English vowels (a, i, u, e, o) 📖
  – recognising the differences between the four tones, eg in the words ma1-mother, ma2-numb, ma3-horse, ma4-scold, ma (neutral tone) question marker 📖
  – applying tones to diverse sounds in Chinese to express different meanings 📖

• recognise Hanzi as a form of writing and Pinyin as the romanised spelling of the sounds of Chinese, for example: (ACLCHU011) 📖
  – recognising that each Hanzi has meaning, and exploring the connection between meaning and form in pictographs, eg 人、日 📖
  – copying or tracing Hanzi with attention to stroke order and direction 📖
  – identifying syllables that make up Chinese words, eg 小/老/鼠 (xiǎo/lǎo/shǔ), and understanding that words, eg 熊猫 (xióng māo) have two syllables, with each syllable having its own meaning 📖
  – making connections between words that share a common syllable/morpheme, eg 小狗、小猫、小朋友 📖
  – making connections between basic Hanzi and related component forms (eg radicals like 手 and 扌; 人 and 亻), and recognising the number and arrangement of components in a compound character, eg that 众 has three components and 打 has two components, that 亻 (standing person) is on the left-hand side 📖

• understand basic Chinese sentence structure and recognise some key elements of Chinese grammar, for example: (ACLCHU012) 📖
  – placing 吗 at the end of a declarative sentence to form a question, eg 你好。 becomes 你好吗？ 📖
  – identifying the subject of a sentence, eg 我爱妈妈 is about ‘I’, and 妈妈爱我 is about ‘Mum’ 📖
  – recognising that simple statements in Chinese tend to follow English word order, but that questions do not, eg ‘Do you have a cat?’ versus 你有猫吗？ 📖
  – recognising that sometimes the verb ‘to be’ is left out in Chinese sentences, eg 我五岁 rather than 我是五 📖
  – using the imperative form, eg 跟我读，吃早饭，快点儿 📖
  – using verbs, eg 是、吃、看、玩、唱 📖
  – expressing what something is, eg 这是....。那是.... 📖
– using expressions to indicate what something is, eg 这是...
– using personal pronouns, eg I, he, she, they 我、他、她、他们
– using conjunctions, eg 和

• explore how Chinese and English borrow words and expressions from each other and other languages, for example:
  – recognising that English slang words have been incorporated into the Chinese language, eg cool 酷, OK, bye bye 拜拜, hi/hey 嘿
  – recognising that the Chinese language borrows and adapts words and expressions from English and other languages, eg 可口可乐 - Coca Cola, 酷 - cool
  – identifying Chinese words that are used in English and other languages, eg yum cha - 饮茶
    noticing differences in pronunciation and whether they relate to particular themes, considering possible reasons for this

• understand that there are different types of text with particular features, for example:
  (ACLCHU013, ACLCHU125)
  – identifying headings and images in samples of children’s books, appreciating their role in supporting understanding of texts
  – observing texts in Chinese and English and noticing differences, eg a poster for a film, and identifying major elements of both texts, including large print, images or colours
  – exploring different forms of print, eg traditional Chinese poems or books published by hand and contemporary poems or books published through word processing
  – identifying title, Pinyin, characters and images in a children’s book
Content for students with prior learning and/or experience

Students:

- identify the four tones and compare consonant and vowel sounds, recognising stress and phrasing, for example: (ACLCHU122)
  - practising the flow of a sentence in Chinese using gesture to help demonstrate tone and stress, eg classic Chinese poems, such as 李白《静夜诗》
  - performing or reciting texts with strong rhythmic features, eg nursery rhymes or tongue twisters《猴子穿新衣》
  - pronouncing and differentiating between tones and syllables in Chinese and noting any differences in own spoken languages compared with other Chinese speakers in class

- recognise and copy familiar Hanzi, recognising the morphological nature of Chinese words, for example: (ACLCHU123)
  - copying Hanzi with attention to the location, direction and order of strokes
  - discussing the range of strokes and the construction of Hanzi, and applying this understanding to differentiate between similar character forms, eg 日 和 目
  - recognising key morphemes in word groups, eg 白天、白雪、小白兔
  - recognising that words are made up of two or more Hanzi, with each Hanzi contributing meaning to the word, eg 大人 means ‘adult’
  - developing skills in identifying the structure and components of a compound character, eg 学 has two components with top-and-bottom structure

- recognise parts of speech and understand basic rules of word order in simple sentences, for example: (ACLCHU124)
  - learning about meta-terms for word types, eg exploring what is considered a verb in English and in Chinese, eg adjectival verbs in Chinese
  - categorising words into word types common across languages, eg 家人 as a noun, 四 as a number
  - understanding that, as in English, there are basic rules of word order in Chinese (subject-verb-object), eg 我拿笔。她去了中国。
  - understanding question forms, eg using 吗 at the end of the statement unless ‘what’, ‘where’, ‘why’ or ‘how’ are embedded in the sentences, 你好吗? 她喜欢跳舞吗？
  - using expressions used to report survey findings, eg 大多数学生觉得/说, 百分之十, using compound sentences, eg 这是我住的地方。这是我吃的东西。
  - using adjectival pairs, eg 大 / 小，长 / 短，快乐 / 伤心
  - using 了 to indicate a completed action 吃饭了。
Understanding
The Role of Language and Culture

Outcome
A student:
› recognises similarities and differences in communication across cultures LCH1-9U

Content
Students:
• recognise that the ways of greeting and addressing others vary in different cultural and social contexts, for example: (ACLCHU126) 老师好
  – greeting the teacher with 老师好。
  – greeting peers with 你好。
  – greeting elders, community members, eg parents and carers, with 您好。 to show respect
• understand how people use language to communicate and participate in cultural experiences, for example: (ACLCHU016, ACLCHU128)
  – exploring the range of languages spoken at school by people in the local community
  – discussing why there are different languages spoken by people in the local community
  – creating a data display of the different languages represented by people in the local community, including Aboriginal and/or Torres Strait Islander languages
  – recognising ways in which people express their culture in music, dance, traditional stories, food, games and celebrations, eg 舞狮
  – exploring cultural symbols and practices through stories, songs, dances, games and crafts
• identify what may look or feel similar or different to their own language and culture when interacting in Chinese, for example: (ACLCHC009)
  – reflecting on what sounds, looks or feels similar or different to own language and culture when interacting in Chinese
  – reflecting on ways in which politeness and respect can be conveyed

Content for students with prior learning and/or experience
Students:
• reflect on the role of Chinese language and culture in their own lives, for example: (ACLCHC121)
  – discussing the use of Chinese language in their own lives as a means of communicating with relatives or friends 我会说中文，我可以用中文给上海的爷爷打电话。
  – exploring ways in which people express their culture through music, dance, traditional stories, food, games and celebrations
  – recognising visible expressions of identity, eg flags, maps, traditional dress and landmarks
  – exploring cultural symbols and practices through stories, songs, dances, games and crafts
  – discussing the role of Chinese language and culture in their own lives, eg participation in cultural events, food preferences, or overseas travel
Content for Stage 2

Communicating

Interacting

Outcome
A student:
› interacts with others to share information and participate in classroom activities in Chinese

LCH2-1C

Content
Students:

- interact with teacher and peers in guided exchanges, for example: (ACLCHC017) 
  - initiating conversations in familiar social contexts by greeting participants and introducing
    themselves, eg 你好，我叫 James，我八岁，我住在悉尼。displaying appropriate social
    manners to enhance communication
  - asking and answering simple questions, eg 今天是星期几？
  - asking questions about preferences, eg using expressions 你喜欢...吗？
  - role-playing scenarios
  - giving information in response to questions, eg reading the calendar together, using
    questions, eg 今天是星期几？ 明天是星期几？ 中国的新年是几月几号？

- participate in activities with teacher support that involve following instructions and collaborating
  with peers, for example: (ACLCHC017, ACLCHC018)
  - participating in a group game or sporting activity
  - completing a craft project to make a simple instrument, then composing a whole-group simple
    song or rap using key words learned
  - participating in a simple group dance following the teacher’s instructions in Chinese
  - creating a voice-over for a simple puppet show, eg 这是...他/她去上学
Content for students with prior learning and/or experience

Students:

- interact with teacher and peers to share information, experiences and feelings, for example:
  (ACLCHC129)  
  - sharing information about their weekend using expressions, eg 你周末做了什么？
  - seeking feedback and reflecting on work, eg artwork, multimodal texts, oral presentations, speeches, using expressions including 你喜欢红色吗？
  - describing an artwork to the class using expressions, eg 这个是…, 我涂的是绿色, 因为夏天…
  - participating in shared blogs, exchanging information with students from a sister school, eg 你好，我叫 Ann, 我是澳大利亚的学生。
  - interacting with others to invite, congratulate or thank someone via an email, a letter or a text message

- participate in classroom activities and collaborative tasks that involve planning and simple transactions, for example: (ACLCHC130)  
  - participating in group activities and role-plays involving scenarios, eg buying food or goods or ordering a meal, and making requests in an appropriate way (请来…, 我想买…, 你有…吗？)  
  - negotiating details in a transaction, eg stating preferred size, quantity or price, and concluding the transaction with payment  
  - planning with peers to produce a publicity flyer using digital media for an upcoming cultural or sporting event, eg 汉语比赛  
  - planning and presenting a cultural item, eg celebrating a festive occasion by performing a song or dance for members of the school community  
  - discussing cultural items to include in a school event, eg performing a song, cooking Chinese food or making craft (剪纸, 做灯笼)  
  - working collaboratively to plan an artwork for the school or playground
Communicating

Accessing and Responding

Outcomes

A student:

› locates and classifies information in texts LCH2-2C
› responds to texts in a variety of ways LCH2-3C

Content

Students:

• obtain specific information from texts, for example: (ACLCHC019, ACLCHC021) atee
  – using the interactive whiteboard and attendance program to say who is at school on a particular day of the week 🗓️
  – using an information chart to obtain information, eg 王明得了几分？谁得了最高分？王明还是刘伟？ 📊
  – listening to short spoken texts containing some unfamiliar language, identifying key information, eg name and phone number of a speaker in a voicemail message, or the names, school year and age of Chinese children in a short interview 📇
  – identifying key words in familiar text types, eg a floor plan, map or calendar by recognising textual features, including bigger font for the name of the capital city on a map 🗺️
  – identifying and locating familiar Hanzi in texts, and using the information to guess the purpose of a text, eg food packaging, a restaurant menu 🍽️

• respond to texts using graphic, visual and digital supports, or in English or Chinese, using simple statements, for example: (ACLCH019, ACLCHC020) 🍽️
  – responding to questions about a simple Chinese text 🍽️
  – reporting the findings of surveys on families, pets, likes and dislikes, sports or other activities, either orally, or using picture or column graphs to display results 🍽️
  – selecting simple descriptive modelled statements to caption their own drawing of a character encountered in a Chinese story 🍽️
  – listening to a simple weather report and creating a journal/board or chart using graphics 🍽️
Content for students with prior learning and/or experience

Students:

- locate and organise information from spoken, written, digital and visual texts, for example: (ACLCHC131, ACLCHC133)
  - surveying students on a topic of interest and representing the findings graphically, either orally or in written form
  - making connections between images and charts and the content of texts, and identifying key words to locate information, eg in the chapter titles of a book
  - identifying key words to assist in determining the structure and purpose of a text, eg in a procedural text

- respond in English or Chinese to texts, using spoken, written and digital modes, and models, for example: (ACLCHC132)
  - reading a simple story in Chinese and retelling the story to the class using visual or other supports
  - giving a short presentation to convey information gathered from multiple sources, eg investigating 南京的天气  by interviewing the teacher and listening to a podcast of a weather forecast
  - conducting surveys or interviewing Chinese-speaking people in the community, eg (您哪一年来澳大利亚的？您常常吃中国菜吗？) and using graphs and charts to display results to the class
  - listening to a report of an event, eg a festival or family celebration, and using a timeline to sequence elements
  - reading a picture book and writing a book review using modelled language
Communicating

Composing

Outcome

A student:
› composes texts in Chinese using modelled language LCH2-4C

Content

Students:
• compose simple texts using familiar words, formulaic expressions and modelled language, for example: (ACLCHC021, ACLCHC022) ◉ ◇
  – creating a storyboard based on a specific topic, eg a ‘family tree’, labelling family members ◉ ◇
  – creating simple oral texts describing themselves, their interests, friends or family using visual supports or objects ◇, ◇
  – describing orally or in writing imaginary characters, places or animals, eg using expressions

这个怪兽有五只胳膊。 ◇

• create bilingual texts for the classroom, such as descriptions and signs, for example: ◇, ◇
  – creating a multimodal or print bilingual dictionary ◇, ◇
  – composing a bilingual personal profile ◇, ◇

Content for students with prior learning and/or experience

Students:
• compose texts using formulaic expressions, modelled language and visual supports, for example: (ACLCHC134) ◇, ◇
  – composing and illustrating simple narratives about a day in the life of a person, animal or fictional character, using digital media to share with peers and Chinese-speaking contacts, and using both language and images to achieve particular effects, eg using 重复 (很大很大的球，走啊走啊走啊) ◇
  – plotting a storyline, considering: Who is the main character? How can I make this character interesting to readers? How can I sequence my story to engage the reader? ◇
  – retelling the ending of a familiar story ◇

• create bilingual texts such as signs or notices, digital picture dictionaries and word banks for the classroom and school community, for example: (ACLCHC135) ◇, ◇
  – producing a bilingual school map and bilingual signs (Hanzi/English) for each location for Chinese visitors ◇
  – creating a digital picture dictionary diagram of the landscape in the playground ◇, ◇
  – creating bilingual texts, eg a poster, leaflet or brochure, or an invitation for community members to attend a school event ◇
Understanding

Systems of Language

Outcomes

A student:
› recognises pronunciation and intonation patterns of Chinese LCH2-5U
› demonstrates understanding of basic Chinese writing conventions LCH2-6U
› demonstrates understanding of elements of Chinese grammar in familiar language patterns LCH2-7U
› demonstrates an awareness of how familiar texts are structured LCH2-8U

Content

Students:
• recognise the tone-syllable nature of spoken Chinese and use *Pinyin* as a learning tool to reflect the sound of spoken Chinese, for example: (ACLCHU026)
  – explaining the use of *Pinyin* as a learning tool to reflect the sound of Chinese spoken language, and recognising sounds associated with individual letters and syllables, differentiating, eg qī, piě, rán and qù from English sounds for such letters and syllables
  – recognising tone-syllables and discussing the differences between Chinese and English intonation when listening to and viewing simple conversational exchanges
  – connecting the sound of spoken Chinese with the spelling and tone marks of *Pinyin*, eg reading out words written in *Pinyin* with attention to Chinese pronunciation and tone; using *Pinyin* to record the sound of words or sentences encountered
  – recognising when and why some tones are not expressed in some contexts, eg repetition of syllables in ‘Mama’, with neutral tone on second syllable
  – listening to and reading aloud a nursery rhyme with strong Chinese prosodic features, eg 《小老鼠，上灯台》
  – engaging in activities to raise tonal awareness, eg competing with peers to read a tongue twister (妈妈骂马) and using hand gestures to help pronounce different tones
• recognise and write frequently used *Hanzi*, for example: (ACLCHU027)
  – locating familiar *Hanzi* in texts and sorting them according to their radical/elements
  – exploring the process of character construction, including counting the number of strokes, describing the shape of strokes, differentiating between similar strokes, and following general rules of stroke order
  – exploring the concept of ‘word’ in Chinese and knowing that each character is a meaningful unit (morpheme) that is used to make up ‘words’, eg 白菜 (white + vegetable), 好朋友 (good + friend + friend), 男生 (male + student)
  – engaging with a range of basic *Hanzi* and components and exploring their individual meanings, eg 足、手、林、吃
  – making connections between key morphemes in familiar words, eg fruit group 水果、苹果、果汁，vehicle group 汽车、火车、车子
• understand and identify elements of basic grammar and sentence structure, for example:
  (ACLCHU028) 
  – exploring basic sentence structure in Chinese, consisting of subject–verb–object, and learning
to analyse sentences in both Chinese and English, eg ‘What’s the subject in the sentence “My
mum drives a car”? How about in the Chinese sentence 我看书。? Do sentences work the
same way in Chinese and English? 
  – following patterns of word order and sentence structure and using negation when creating
sentences to express own meanings, eg manipulating sentence elements by replacing the
subject pronoun in 我喜欢绿色。 to create the sentence 我妈妈不喜欢绿色。
  – recognising grammatical features and how their use differs in Chinese when compared with
English, eg the lack of articles in Chinese; that adjectives can be used as verbs; limited use of
the verb ‘to be’ (是)
  – using interrogative forms, eg 是吗? 你会吗?
  – using imperative forms, eg 走，来，坐下，不要说话
  – using verb forms, eg making a suggestion, 我们....。 我们要去...., past tense 我（昨天）
去....。 我（以前）是....
  – expressing preferences, eg 你喜欢.... 吗? 你最喜欢的是什么?
  – using adjectives, eg 很热, 很好吃
  – using the verb 有
  – joining sentences using connectives, eg 他喜欢我，也喜欢她。

• identify the use of Chinese by communities in many countries, for example: (ACLCHU030,
ACLCHU143)
  – investigating the use of Chinese in Australian communities and in countries and regions
where diverse forms of Chinese are widely used, eg China, Hong Kong, Taiwan, Singapore,
Malaysia, Vietnam, USA
  – recognising characters used in specific cultural events, eg 福 in various forms of New Year
decoration, such as paper cut-outs, folk art, couplets, and identifying how the form might
change, eg asking why 福 is sometimes presented upside down
  – exploring diversity in spoken Chinese and noticing differences in phonology across dialects,
egg exploring greetings in Cantonese, Hakka and Shanghainese dialects, and comparing the
pronunciation of words

• identify particular language features and textual conventions in familiar texts, for example:
  (ACLCHU029) 
  – comparing familiar text types in both Chinese and English, eg menus, calendars, songs and
TV cartoons, and explaining how the content and features of the text support its purpose, eg
menus that include pictures of dishes
  – identifying types of texts, eg Chinese film posters and newspapers, and discussing their
textual features
  – applying knowledge of textual features to help locate key information, eg identifying details
relating to name, age and nationality across digital and print information forms
  – comparing and differentiating forms of texts based on purpose and audience, eg asking:
‘What’s the difference between a letter and an email? What might be the reasons for such
differences?’
Content for students with prior learning and/or experience

Students:

- apply the tonal features of spoken Chinese, and recognise how syllables are decoded from and encoded into *Pinyin*, for example: (ACLCHC138)
  - applying listening discrimination to complete a listening task by selecting the correct *Pinyin* and tone that are read out
  - combining and voicing consonants and vowels
  - segmenting words into consonants, vowels and finals

- identify the form, composition and spacing within *Hanzi*, relating components and their positions to their meaning and sound, for example: (ACLCHC139)
  - applying appropriate Chinese writing conventions (方块字), including direction of text and punctuation
  - applying rules of stroke direction and stroke order when writing characters, paying attention to length of a stroke to discriminate similar forms, eg 了 and 在
  - categorising characters with common components (eg 花、草、菜), and making connections between meanings and sounds of components and meanings and sounds of characters, eg 目 (eye) in 看 (to look at)
  - recognising the use of traditional and simplified characters in the local community, eg 《大洋时报》 uses traditional characters, exploring texts in both forms of characters and analysing differences in orthography, eg 门 and 門
  - inferring meaning of unfamiliar words from known morphemes, eg 学生、学校、小学
  - understanding that a character might have multiple meanings, eg 冷 means ‘cold’ in 冷水 and ‘quiet’ in 冷清

- develop knowledge of grammatical elements to describe actions, people and objects, for example: (ACLCHU140)
  - recognising that there are multiple ways to structure a sentence, eg 我吃了早饭后去学校。 and 吃了早饭后我去学校。
  - elaborating ideas in sentences, including time, place and manner, eg 星期一我从上海坐飞机到北京。
  - learning meta-terms to describe grammar rules in Chinese, eg the placement of 主语 (subject), 动词 (verb), 名词 (noun) in sentences
  - using the past tense marker 了
  - understanding simple word order (subject + verb + object), eg 我喜欢绿色，我有玩具
  - expressing politeness, eg 请来，我想买....
  - making a request, eg 你有....吗？我可以....吗？
  - using conjunctions, eg 和、但是、可是
  - ordering events, eg 首先、然后、最后
  - describing weather conditions, eg 今天很冷，天气太热了。
  - describing daily routine, eg 起床、吃东西、睡觉、去上学
Understanding

The Role of Language and Culture

Outcome

A student:

› recognises how terms and expressions reflect aspects of culture LCH2-9U

Content

Students:

• understand that language use changes according to the context of use and reflects different relationships, for example: (ACLCHU031, ACLCHU047) 
  – exploring the nature of the concept of ‘family’ in Chinese culture and how this influences relationships between individuals, eg addressing adults as 叔叔 or 阿姨 
  – addressing others appropriately, eg using 王老师 with teacher, 张叔叔 with young adult males, nicknames with close relatives (欢欢表妹) 
  – comparing conversations between peers/friends with conversations between teachers/authorities, eg 你/您；坐吧！/ 请坐！

• make connections between cultural practices and language use, such as culture-specific terms or expressions in Chinese or English, for example: (ACLCHU032, ACLCHU144) 
  – participating in exchanging good wishes in celebrations, eg 龙年快乐, and comparing cultural practices of celebration from around the world
  – describing the cultural meaning of symbolic images, eg the use of the colour red during Chinese New Year and asking why red is so widely used during celebrations in China

• understand that ways of communicating and behaving reflect aspects of personal identity, for example: (ACLCHU025) 
  – prioritising information when talking about self, eg 我叫 Kate。placed before 我八岁。 
  – discussing the concept of ‘self’/我, exploring questions, eg ‘What makes me special in my family? In my class? In my school?’; eg 我叫 Tina, 我是妹妹。我上三年级, 我的老师是王老师。
Content for students with prior learning and/or experience

Students:

- reflect on their experiences when interacting in Chinese and English-speaking contexts, identifying differences in language use and behaviours, for example: (ACLCHC137) 🌟🌟🌟
  - deciding how best to address and refer to others, eg using 姐姐 or 阿姨 to address an unknown adult in Chinese and considering how that person would be addressed in English 🌟
  - identifying ways in which their Chinese identity is reflected in their daily life and interests, eg belonging to a sporting or hobby group or attending community school 🌟🌟🌟
  - considering their linguistic skills and cultural knowledge and understanding in Chinese and English-speaking contexts, and how these contribute to their overall sense of identity 🌟🌟🌟
  - participating in and reflecting on cultural events, eg watching a China–Australia soccer match, performing a Chinese song to the school community, watching an Aboriginal or Torres Strait Islander smoking ceremony or celebrating Anzac Day and reflecting on their own reactions 🌟🌟🌟
Content for Stage 3

Communicating

Interacting

Outcome

A student:

› uses Chinese to interact with others to exchange information and opinions, and to participate in classroom activities LCH3-1C

Content

Students:

• initiate interactions and exchange information with teacher and peers, for example: (ACLCHC033)
  
  - participating in a classroom forum, using turn-taking cues, requests for clarification, and respectful language for agreeing or disagreeing, eg using expressions
  
  大家一起来。该你了。该谁了? 请再说一遍。同意，不同意。
  
  - initiating a written interaction with a peer, eg using expressions
  
  你有没有笔友？
  
  - exchanging a set of survey questions and responses with another school
  
  会踢足球吗？ 你什么时候踢足球？ 你喜欢踢足球吗？ 我也喜欢……。
  
  - exchanging information with others, recounting experiences with friends, eg
  
  星期天，我们去了海边。我们吃了蛋糕。
  
  - participating in shared blogs or exchanging information with students from a sister school, eg
  
  你好，我叫Ann，我是澳大利亚人……
  
  - participate in a group activity or shared event, for example: (ACLCHC033, ACLCHC034)
  
  - exchanging information with a peer to determine where and when a meeting will take place, eg using expressions
  
  你星期六做什么？ 你想和我一起去看电影吗？ 中午你有空吗？
  
  - assisting in organising and hosting visitors to the school, eg developing the program, composing the speech of welcome, developing a list of questions that could be asked, preparing to show the visitors around the school
  
  - preparing performances celebrating important events in the Chinese calendar to present at school assemblies, eg a taiji performance, a lion dance, or a Spring Festival song
  
  《恭喜恭喜》
  
  - research and present a group performance
Content for students with prior learning and/or experience

Students:

- initiate interactions with adults and peers to exchange information, ideas and opinions, for example: (ACLCHC145)
  - responding appropriately to invitations, eg using expressions 谢谢你的邀请，祝你生日快乐。但是我星期日要....对不起，不能参加你的聚会。希望你玩得高兴
  - engaging others in conversation and inviting responses on issues, including favourite sporting teams or players, favourite pop groups or books, eg using expressions...你最喜欢的球队是哪一个？哪个乐队你最欣赏？哪一本书是你最喜欢的？
  - using technology to maintain contact with peers and record events in everyday life, by keeping a weekly or daily journal or blog, recording highlights of school or home life or leisure activities, eg 今天我的足球队又输了，真没劲！
  - describing and elaborating on details of experiences in correspondence, eg 这次暑假过得很愉快，我们全家去了巴厘岛。在那儿，我们天天去海边，有时候冲浪，有时候散步。
  - exchanging text messages, emails or letters, using appropriate formats and employing appropriate terms to address the recipient, eg 尊敬的王老师 (for a formal letter), 嘿，小王，最近好吗？(for an informal letter or message)

- collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions, for example: (ACLCHC146)
  - listening to or viewing community media, including local Chinese radio or television, and participating in advertised activities, eg a singing competition or locally organised events
  - sharing and posting individual and group suggestions for a school event or proposal for an excursion
  - researching and arranging a visit to the class by an expert, eg a calligrapher or a taiji master, and sharing the experience to promote Chinese learning in the school community
  - collaborating to decide on a menu for a class lunch and negotiating items, prices and delivery with a local restaurant, eg 大家都喜欢吃春卷，那么每个人一条春卷，我们需要二十五条。
  - locating suppliers of Chinese books through websites and other sources, eg 这本书是在哪儿买的？我们班要买一套图书，中国城的那家中文书店怎么样？
  - present the results of a group investigation, eg 我们班有五个中国人。我们班有三个韩国人。
Communicating

Accessing and Responding

Outcomes

A student:
› obtains and processes information in texts, using contextual and other clues LCH3-2C
› responds to texts using different formats LCH3-3C

Content

Students:
• obtain and organise information from a range of spoken, written and digital texts, for example:
  (ACLCHC035, ACLCHC036) 📚
  – using textual clues, eg 听一听小明的一天 to predict possible content when listening to spoken texts 📚
  – identifying specific information by listening to a weather forecast, recognising the names of familiar cities, eg 北京、上海 and recording the weather conditions and the temperature 📚
  – investigating and presenting the findings of a research project, eg a list of extinct or endangered Australian or Chinese animals 📚
  – recording details of a procedure, eg identifying the name of a recipe and the main ingredients for a dish by viewing a Chinese cooking show 📚

• respond in English or Chinese to texts, using a range of formats, for example: (ACLCHC037) 📚
  – expressing personal opinions about a TV program or music video 📚
  – researching a local city or popular tourist site and presenting the information in a poster using text, pictures, maps or data 📚
  – using information gathered from a podcast of a weather forecast to present a short talk, eg weather in Nanjing 📚
  – collecting information on a topic of interest and presenting the information using text, pictures, charts or graphs as appropriate 📚, 📚
Content for students with prior learning and/or experience

Students:

- locate and classify information from a range of spoken, written, digital and visual texts, for example: (ACLCHC147)  
  - viewing TV programs, documentaries or interviews with young people and discussing the participants’ experiences  
  - investigating aspects of life in Chinese communities overseas, eg web-chatting with relatives overseas to find out more about their own family origins, history or circumstances  
  - identifying and selecting visual sources and comparing and contrasting different perspectives on issues, eg how children in different locations in China describe their school experience  
  - reading children’s literature, including fables and traditional stories, and exploring values and morality tales  

- respond in English or Chinese to ideas and information, using a range of formats for different audiences, for example: (ACLCHC149)  
  - retelling and explaining in an oral presentation to an English-speaking audience aspects of a Chinese story or folktale  
  - presenting an oral presentation on a researched topic of interest for a group of Chinese parents, eg endangered animals in Australia, popular Australian bands, or Australian bushrangers  
  - researching local interesting places, history or famous people and creating a video clip to share with peers overseas  
  - retelling a story read aloud by the teacher in Chinese and sequencing actions (using 然后), or explaining the cause of an action (using 因为)  
  - researching information and presenting findings in summary form in a class display, comparing the cultures of Chinese-speaking and other communities, including Aboriginal and Torres Strait Islander communities
Communicating

Composing

Outcome

A student:
› composes texts in Chinese using a series of sentences LCH3-4C

Content

Students:
• compose informative and imaginative texts, using scaffolded models, for different purposes and audiences, for example: (ACLCHC038)
  – creating short plays or skits and taking on roles in imagined scenarios, eg a shopping trip, fashion show, or visiting or hosting a Chinese friend
  – using digital media to compose a story
  – collaborating to create an alternative ending to a well-known story
  – designing and presenting a commercial for a new or existing product likely to appeal to consumers in their age group
  – composing a procedural text, eg a list of instructions
  – writing up their observations of an experiment or results of a sporting event

• create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community, for example: (ACLCHC040)
  – using digital media to create signs for the school community, using both language and images
  – using dictionaries and electronic translation tools to compose bilingual texts, eg captions, menus, posters or invitations
  – creating bilingual texts for the classroom or school community, eg invitations to attend class or school assembly performances, posters advertising Languages Day
  – creating a simple game for younger students with Chinese and English instructions
  – creating bilingual learning resources, eg print or digital word banks or glossaries of Chinese and English expressions used in formal and informal everyday interactions
  – writing a set of memory cards that include English, Hanzi and Pinyin
Content for students with prior learning and/or experience

Students:

- compose informative and imaginative texts for a variety of purposes and audiences, for example: (ACLCHC150)
  - describing imagined experiences, eg a trip to China or an adventure on the Great Wall, or the experiences of a Chinese student visiting Australia
  - recording school news in the form of a magazine, either e-version or print version
  - writing a review of a film or sporting or cultural event for an online magazine
  - recounting an imagined encounter with a famous person or acting out a scenario where cultural misunderstandings produce a humorous outcome
  - illustrating and labelling observations of a scientific experiment

- create bilingual texts and resources for their own language learning and the school community, for example: (ACLCHC152)
  - producing a Chinese version of the school canteen menu
  - creating a school information pack in English and Chinese that can be used by student visitors from China
  - translating a simple Chinese text into English and explaining to the class what difficulties were experienced in conveying certain words or concepts
Understanding

Systems of Language

Outcomes

A student:
› applies key features of Chinese pronunciation and intonation LCH3-5U
› applies basic Chinese writing conventions LCH3-6U
› demonstrates understanding of Chinese grammatical structures LCH3-7U
› recognises how texts and language use vary according to context and purpose LCH3-8U

Content

Students:
• reproduce pronunciation and intonation, recognising stress and phrasing, for example:
  (ACLCHU042)
  – recognising and discriminating between homonyms in Chinese, eg shì – 是 and 室, relying on contextual cues to assist understanding, and differentiating syllables with different tones, eg shì (是) and shí (十)
  – connecting the sound of spoken Chinese with the spelling and tone marks of Pinyin, eg reading out words written in Pinyin with attention to Chinese pronunciation and tone; using Pinyin to record the sound of words or sentences encountered

• write familiar Hanzi, identifying common components and connections in meaning, for example:
  (ACLCHU043)
  – decoding Hanzi by analysing their structure and the number of components, and recognising familiar components
  – applying their knowledge of Hanzi to learn to read and write new Hanzi, and developing strategies for learning, eg making connections between characters with a common component (你、他、们)
  – identifying different meanings of key morphemes used in different contexts, eg 天, 日， 二/两，你好 versus 好玩

• recognise the systematic nature of Chinese grammar rules, for example: (ACLCHU044)
  – developing knowledge of metalinguistic terminology, discussing, eg ‘What is the plural form? How do we know it’s plural when reading in English? Can we tell when we read a Chinese word?’
  – recognising that in Chinese, verbs convey tense without verb conjugation, eg explaining why 有 can mean ‘have’, ‘had’ and ‘will have’
  – expressing quantity in a variety of ways, eg 全部、有些、大部分、少数、十个当中有一个
  – comparing the use of tenses in English and Chinese, eg how future tense is often expressed through time phrases in Chinese (我明天去北京，下个星期去上海。)
  – identifying the use of adverbial phrases, and extending understanding of sentence structure using subject–time/place–verb, eg 我星期一上学。我在墨尔本上学。
  – examining the clauses of a sentence in Chinese and noticing how they are linked coherently, eg 他叫王晓明，(他) 是我的朋友。 (ie no subject/pronoun)
  – applying processes of discourse development, including joining (也、和), contrasting (但是) and sequencing (然后) information
– using alternative language to clarify intended meaning, eg saying 我不胖不瘦 when they don’t know the phrase 中等身材

• recognise that there is diversity within the Chinese language, for example: (ACLCHU127)
  – researching the many different dialects currently spoken in China
  – comparing and contrasting simplified and traditional characters
  – noticing how accent and ways of expression vary between Malaysian Chinese, Singapore Chinese and Chinese spoken in Hong Kong
  – understanding that in Taiwan, most of the texts/publications are still using traditional form of writing which is read from right to left vertically
  – understanding that there are various accents used by people from different parts of China
  – exploring how the Chinese language has changed in response to modern life, eg the inclusion of English terms in everyday language; recognising ‘borrowed words’ 借词 in Chinese from English, eg 咖啡, 澳大利亚, and in English from Chinese (eg, tofu), and discussing how and why these types of words are introduced
  – noticing the use of English words or phrases in Chinese interactions, eg 拜拜, or a few words of English in a Chinese pop song, and discussing the reason for the ‘code-switching’

• identify how the features of text organisation vary according to audience and purpose, for example: (ACLCHU045)
  – describing the major features of familiar text types in Chinese, eg 大家好....谢谢
  – identifying the purpose and intended audience and context of a range of familiar texts, eg digital, online or face-to-face
  – exploring features and conventions of Chinese text, including lack of word spacing or use of punctuation, and variability in text direction, and comparing texts in traditional characters with texts in simplified characters
  – understanding the use of Chinese-specific punctuation, eg double quotation marks to signal a quote
Content for students with prior learning and/or experience

Students:

- recognise the use of the tone, intonation and stress of words to express emotion, opinion and attitude, for example: (ACLCHU154)
  - reading aloud with attention to pronunciation and tone
  - recognising syllable changes in speech, including change of tonal value and tone, eg 不要

- recognise the contextual meanings of individual syllables or Hanzi to assist comprehension and vocabulary development, and explain the form and function of components of individual Hanzi, for example: (ACLCHU155)
  - inferring the meaning of unfamiliar Hanzi by identifying familiar semantic and phonetic components of compound Hanzi, and using contextual clues to map the form of characters to sound and meaning
  - using digital tools, eg Pinyin input method, to write specific Hanzi, and finding out its pronunciation by using online dictionaries
  - writing Hanzi with correct structure and proportion when writing with and without 田字格, and discussing issues with remembering and reproducing individual components of Hanzi, eg discriminating between Hanzi, eg 賴、昌…
  - exploring a range of fonts in digital form and personal styles of writing, and appreciating the aesthetic value of calligraphy, eg 硬笔书法

- understand and use basic structures and features of Chinese grammar to elaborate on meaning, for example: (ACLCHU156)
  - recognising terms and expressions used in formal written styles, eg 首先…其次…最后… rather than 先… 后来… 后来…
  - recognising grammatical functions of common suffixes and prefixes to assist comprehension in reading, including recognising that 子, 者, 家 are noun suffixes, eg 家 in 书法家、数学家
  - discriminating between the contextual meanings of characters with multiple meanings, eg 家 in 家人 and in 画家
  - recognising words that reflect particular cultural understandings, eg 天气 means ‘weather’ but literally translates as ‘sky’s energy’
  - explaining the function of words and structures in language encountered, eg 了 in the sentence 我早上看见了两只猫 indicates the completion of an action in the past
  - exploring and beginning to build more complex messages by using forms of cohesion, and finding ways to generalise or nominalise ideas, eg 因为…所以… 虽然…可是… 不但…而且…总而言之/总的来说
  - using verb forms, eg modal verbs (能、必须) and conditional form (应该、会、可能)
  - describing feelings, eg 太棒了, 最好的 / 最差的
Understanding

The Role of Language and Culture

Outcome

A student:
› makes connections between cultural practices and language use LCH3-9U

Content

Students:
• understand that language use changes according to the context of use and reflects different relationships, for example: (ACLCHU046, ACLCHU048) ●●
  – applying appropriate choices of pronouns and labels when referring to others in interactions, eg 您/你, 小张/张晓琴 ●●
  – understanding that Putonghua is the standard spoken language used in China and the main Chinese language taught in other areas of the world ●●
  – understanding that there are simplified and traditional Chinese characters, and exploring examples of both forms to identify differences, eg 门 and 門 ●●
  – exploring the nature of the concept of ‘family’ in Chinese culture and how this influences relationships between individuals, eg addressing adults as 叔叔 or 阿姨 ●●
• understand that language use is shaped by the values and beliefs of a community, for example: (ACLCHU048) ●●
  – exploring cultural values conveyed in expressions relating to celebrations, eg asking: ‘In the colloquial phrase 合家团圆, what is 团圆? Why wish people 团圆? Does this have the same meaning in Australian contexts? What's the relationship between the language use and Chinese values in this phrase?’ ●●
  – applying appropriate choices of pronouns and labels when referring to others in interactions, eg 您/你, 小张/张晓琴 ●●
  – using appropriate forms of address in interactions, including nicknames for friends, greetings, eg 嘿、哈罗、吃了吗, and courtesy phrases when agreeing, thanking, apologising, refusing, declining and leave-taking, eg 谢谢, 不客气, 对不起, 没关系 ●●
• describe aspects of own identity and reflect on differences between Chinese and own language and culture, considering how this affects intercultural communication, for example: (ACLCHC041) ●●
  – comparing and contrasting their home life with other students in the class ●●
  – defining own identity by describing relationships with others, eg friendship groups (我的朋友是 Lisa 和 George, 我们都很聪明。), ethnic group (我是德裔澳大利亚人。) ●●
  – engaging with Chinese speakers through organised school activities, eg through a video-conference with students at a Chinese school, or welcoming visitors to own school, observing moments when difficulties are experienced in communication and reflecting on the cause of the difficulty ●●
  – sharing with peers personal experiences of interacting with Chinese speakers, eg ‘I was really nervous and forgot how to say…’ ●●
Content for students with prior learning and/or experience

Students:

- reflect on their experiences in Chinese and English-speaking contexts, discussing adjustments made when moving from English to Chinese and vice versa, for example: (ACLCHC153)

  - observing and reflecting on how interacting in Chinese feels different to interacting in English, and identifying ways of communicating or behaving that appear culturally specific

  - discussing the most challenging aspects of moving from a Chinese-speaking community to Australia

  - engaging with Chinese peers in diverse contexts, identifying situations in which misunderstanding or miscommunication occurs and exploring strategies to overcome these

  - discussing language choices expected or required in diverse contexts across languages, eg apologising, congratulating, expressing thanks, declining, rejecting, complaining
Content for Stage 4

Communicating

Interacting

Outcome

A student:
- uses Chinese to interact with others to exchange information, ideas and opinions, and make plans LCH4-1C

Related Life Skills outcome: LCHLS-1C

Content

Students:
- interact with peers and known adults on topics of interest, for example: (ACLCHC081) 你好！再见！老师好！
  - participating in class routines and greeting teacher and peers, saying goodbye, and asking for permission, eg 你好！再见！老师好！
  - initiating a conversation with a new student, eg 我叫......你呢？
  - interacting with peers to identify common interests or opinions
  - engaging in class discussions by asking and responding to a set of questions
  - surveying opinions on a topic of interest, eg 你喜欢游泳吗？

- engage in collaborative activities that involve planning and making arrangements, for example: (ACLCHC082)
  - planning a class sports day, discussing who prefers which sport and creating a program accordingly
  - determining an agreed social activity with peers, eg going out on a week night
  - using online collaborative learning tools to create a rap about greetings and performing it in groups, eg 你好吗？我很好。你呢？我也很好。大家好！
**Content for students with prior learning and/or experience**

Students:

- interact with peers and known adults on a range of topics and experiences, for example: (ACLCHC049, ACLCHC050, ACLCHC194, ACLCHC161)
  - talking with a new student about their experience of attending a new school
  - discussing with a friend various options regarding what to do on the weekend
  - discussing aspects of high-school life with parents and friends
  - sharing personal ideas and opinions on experiences, including home life and routine, school and education, diet and food, travel and leisure, climate and weather, expressing opinions and preferences, and stating reasons for them, eg 我不太喜欢.... 我觉得.... 因为....
  - exchanging information and opinions in class dialogue, responding to questions, eg 你喜欢运动吗？, expressing agreement or disagreement with others' opinions, eg 对，我也很喜欢运动。 and ensuring that other participants are included in interaction, eg 我去过法国, 你呢？
  - contributing to class discussions to share opinions on homework and study habits, parental expectations and generational differences; elaborating on own perspectives, seeking and clarifying ideas and opinions, eg 奥运会我既为澳大利亚加油，也为中国加油，因为这两个国家对我来说都很重要。
  - initiating conversations to share aspects of personal world such as a recent overseas holiday, future plans, achievements in life, eg 你知道我今年冬天去了哪儿吗？说起来真好玩。
- engage in collaborative activities that involve planning, making decisions and negotiating, for example: (ACLCHC049, ACLCHC195, ACLCHC162)
  - explaining how to play a game that will be played in the Chinese class
  - making purchasing decisions by comparing prices of items from a range of suppliers
  - collaborating with friends about what film to see together or what gift to buy a friend
  - collaborating with others to organise a community event, and negotiating roles
  - determining and allocating tasks in relation to a joint project
  - participating in authentic or simulated transactions that involve making requests and considering options, eg 你要红色的还是蓝色的？

**Content for students with a background in Chinese**

Students:

- interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences, for example: (ACLCHC226)
  - talking to the teacher about the challenges of learning in a different cultural environment
  - making a phone call to your friend in China in which you discuss unusual aspects of your life in Australia
  - exchanging ideas with your Chinese peers about the experience of learning English in an Australian context
  - talking to friends about maintaining aspects of Chinese culture and values in the Australian context
  - debating a topic of current interest
- engage in collaborative tasks that involve negotiating, solving problems and justifying decisions, for example: (ACLCHC227)
  - negotiating with parents regarding computer game time
  - discussing with friends how to resolve a personal issue
  - jointly assigning and justifying the allocation of roles to peers relating to a planned activity
Communicating

Accessing and Responding

Outcomes

A student:

› identifies main ideas in, and obtains information from texts LCH4-2C
› organises and responds to information and ideas in texts for different audiences LCH4-3C

Related Life Skills outcomes: LCHLS-2C, LCHLS-3C

Content

Students:

• locate information and identify gist in a range of spoken, written and digital texts, for example: (ACLCHC083, ACLCHC084)
  – locating specific information from print and audio-visual texts, eg timetables, calendars, brochures or advertisements
  – locating relevant information in texts, eg graphs, online conversations, advertisements or posters
  – listening to or viewing public information texts such as a weather forecast or announcement, and identifying specific information and key words, eg the temperature in a city, the platform in a train station, the arrival time of a flight and where the flight has come from
  – listening to or viewing texts and recognising emotion, degrees of enthusiasm or dislike by the tone of voice, gestures or word choice
  – identifying the key idea and purpose of texts, eg websites or advertisements

• respond in English or Chinese to information and ideas in a variety of spoken, written and digital forms for specific contexts, for example: (ACLCHC085, ACLCHC086)
  – presenting the findings from a class survey, eg 你喜欢....吗？你有....吗？你是......吗？, in a table or graph in English or Chinese for another class
  – summarising the findings of a class survey for presentation in English, or in a digital or visual format, poster or wall chart
  – researching a famous person or historical event and presenting information in a profile or timeline
  – collecting and collating data for a presentation, using online survey software
Content for students with prior learning and/or experience

Students:

- obtain and process information from a range of spoken, written and digital texts, for example: (ACLCHC051, ACLCHC052, ACLCHC196, ACLCHC163)
  - identifying key information from interviews with others, news reports and other media resources, eg 据报道 - 据说， 招了 - 认罪
  - making connections between images, charts and texts and locating information
  - viewing texts, eg travel brochures, recognising the word/phrase boundaries and applying knowledge of Chinese information-sequencing rules, eg 这个地方有七个重要的景点。

- respond in English or Chinese to information and ideas on a range of topics, events or experiences, using different modes of presentation for particular audiences, for example: (ACLCHC051, ACLCHC197, ACLCHC164)
  - comparing, summarising and analysing information from a range of sources, eg a tourism website or a documentary for a research project
  - collating information about different music tastes by comparing contemporary music popular among Chinese and Australian teenagers for a posting on a Chinese youth website
  - presenting information in alternative formats to suit the purpose and audience, eg creating graphs or tables to categorise information when contrasting
  - sharing information on a local issue, eg 森林大火 in a multimedia display with readers overseas
  - collating and presenting data in Chinese or English using online survey software

Content for students with a background in Chinese

Students:

- access and evaluate information in a range of spoken, written and digital texts, for example: (ACLCHC228, ACLCHC229)
  - accessing diverse spoken texts, such as speeches, dialogues, news reports or interviews, and summarising key information in English or Chinese, using expressions, eg 总之，综上所述
  - analysing word choices used to achieve a particular effect in digital texts, eg a debate on TV, or an advertisement on a website
  - obtaining information on social topics from diverse sources and expressing own perspective in a variety of formats
  - evaluating the relevance and reliability of information from various sources on a topic of enquiry

- respond in Chinese to information, ideas and perspectives on a range of topics, events or experiences, using a variety of presentation modes for particular audiences, for example: (ACLCHC229, ACLCHC230)
  - re-presenting information from one source using a different mode for a different audience, eg writing a report of an event from a news broadcast for the school magazine
  - writing a review of a film, play or novel that considers the life and times of the composer of the text
  - researching a topic of particular interest to young people and presenting the information to an audience of adults
  - investigating a social, environmental or cultural issue using a range of sources, and presenting findings for a website
  - investigating and discussing contributions made by Chinese individuals and groups to contemporary Australia
Communicating

Composing

Outcome

A student:

› applies a range of linguistic structures to compose texts in Chinese, using a range of formats for different audiences LCH4-4C

Related Life Skills outcome: LCHLS-4C

Content

Students:

• compose informative and imaginative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language, for example:
  (ACLCHC086) 📚
  – captioning pictures, photos or cartoons 📚
  – composing a multimodal introduction of self and family, eg I am called Bruce Lee. 你叫什么名字? I am 12. 你呢? I am Australian 📚
  – creating a short group play based on a familiar story and performing it, eg 花木兰/Mulan, 美猴王/The Monkey King 📚

• create bilingual texts and resources for the classroom, for example: (ACLCHC056) 📚
  – composing bilingual texts, eg menus, schedules or captioned photo montages 📚
  – creating bilingual texts for the school or local community, eg posters or signs 📚
  – producing a game with pictorial and/or English/Chinese instructions, and creating an online quiz in English and Chinese to revise vocabulary 📚
  – producing an English-Chinese dictionary of words and phrases, including explanations of some idioms and expressions 📚
Content for students with prior learning and/or experience

Students:

- compose informative and imaginative texts in a variety of formats for different purposes and audiences, for example: (ACLCHC054, ACLCHC199, ACLCHC166)
  - writing a procedural text, eg a recipe or the steps of an experiment
  - writing the profile of a famous person
  - writing a story to celebrate a particular event, eg Harmony Day
  - writing an imagined account of a visit to a city in China, using information from a travel brochure
  - producing texts in various literary styles, experimenting with descriptive language to capture the intensity of characters’ emotions, eg 浅绿的, 雪白的
  - creating digital stories in Chinese, considering plot, characters and setting, eg an adventure on the Great Wall, an encounter with the Monkey King

- create bilingual texts and resources for the school and wider community, for example:
  (ACLCHC166, ACLCHC201, ACLCHC168)
  - producing a bilingual visitor’s guide for the school
  - creating a bilingual brochure with illustrations to introduce Chinese traditional games to the school, eg shuttlecock kicking, tug of war, table tennis
  - producing a bilingual Chinese recipe book to introduce Chinese food to the school canteen, eg fried rice, long-life noodles
  - annotating a Chinese text for an English-speaking audience

Content for students with a background in Chinese

Students:

- compose informative and imaginative texts in a variety of formats for different purposes and audiences, for example: (ACLCHC232)
  - presenting the lifestyles of people in various places in China, showing how historical or geographical factors have affected them
  - rewriting a familiar story from a different viewpoint for young children
  - composing texts in various literary styles, eg ‘shocking’ or ‘incredible’, and experimenting with descriptive language to capture the intensity of characters’ emotions and to create tension
  - creating digital stories in Chinese, considering plot, characters and setting, eg an adventure in the Blue Mountains
  - composing stories that illustrate a particular Chinese value, eg in a digital format

- create bilingual texts and resources for the school and wider community, for example:
  (ACLCHC234)
  - creating a resource for the community explaining concepts that are not immediately understood by non-Chinese speakers
  - creating a glossary with multiple ways of translating English terms into Chinese
  - translating into Chinese a principal’s address to parents, including explanatory statements where appropriate
  - producing an illustrated bilingual Chinese recipe book that introduces China’s 8 Great Regional Cuisines to the community, eg Sweet Cantonese Food, Spicy Sichuan Cuisine
  - translating an Australian short story into Chinese with a commentary explaining particular cultural references and translation issues
Understanding

Systems of Language

Outcomes

A student:
› applies Chinese pronunciation and intonation patterns LCH4-5U
› demonstrates understanding of key aspects of Chinese writing conventions LCH4-6U
› applies features of Chinese grammatical structures and sentence patterns to convey information and ideas LCH4-7U
› identifies variations in linguistic and structural features of texts LCH4-8U

Related Life Skills outcomes: LCHLS-5U, LCHLS-6U, LCHLS-7U, LCHLS-8U

Content

Students:
• recognise and use features of the Chinese sound system, discriminating use of tones, rhythm and sound flow, for example: (ACLCHU090)
  – differentiating pronunciation, intonation and stress when listening to short texts, eg 四是四，十是十，十四是十四，四十是四十
  – exploring key features of Chinese phonology by comparing with English phonetics
  – recognising and discriminating between homonyms in Chinese
• use familiar Hanzi, identifying how character structure, position and component sequences relate the form of a character to its particular sound and meaning, for example: (ACLCHU091)
  – comparing the structure of familiar Hanzi to learn about common components and their function in a compound character, eg 妈、姐、妹
  – applying their knowledge of characters to develop strategies for learning, eg making connections between characters with a shared component
  – identifying new words in Chinese as the result of new concepts, and analysing the nature of technology-related terms, eg 电脑、电话
• understand elements of Chinese grammar, such as word order and sentence construction, for example: (ACLCHU092)
  – analysing Chinese-specific grammatical structures and features, eg 能不能，有没有
  – identifying similarities and differences between Chinese and English word order and sentence construction, eg 那是 Alice
  – exploring ways to initiate an interaction by selecting and incorporating modelled structures in new contexts, eg 你有没有书？ 这是不是金鱼？
  – using question words, eg 吗，什么，几
  – responding to questions, eg 是，不是
  – concluding an interaction, eg 祝你生日快乐！明天见！谢谢！
  – using expressions to plan, negotiate, express an opinion and agree, eg 我想要…，我们…，好不好？我觉得…，我同意…
  – using special verbs, eg 有，没有
  – using connectives, eg 和，也
− using emotive verbs, eg 喜欢，不喜欢，爱
− using adjectives, eg 大，小，红，白，绿，黑，蓝
− indicating possession, eg 我的、你的、他的、她的
− using pronouns, eg 我、你、这、那

• recognise diversity in Chinese language use within different communities and regions, such as
dialects, and local languages and character systems, for example: (ACLCHU94)
− exploring ways Chinese language use is fostered among local communities and the use of
Chinese in local media, eg community radio, TV, newspapers and magazines
− identifying examples of Chinese language used in commercial shop signs, advertisements,
food and product packaging, and public notices in local areas, and exploring diversity in
Chinese character texts by viewing texts containing diverse styles and fonts, including
calligraphy scripts, handwriting and digital fonts
− exploring the range and distinctiveness of different dialects in Chinese-speaking communities,
including those dialects regularly used in the local community
− understanding that China’s minority nationalities have their own languages and exploring the
issues in language maintenance in such contexts

• identify textual conventions of familiar spoken, written and multimodal texts, for example:
(ACLCHU093)
− comparing similarities and differences in textual features between languages, eg letters,
journals, emails, invitation cards
− experimenting with features of text presentations in Chinese, eg text direction, word spacing,
punctuation and overall paragraph format when using squared paper
− discussing the major features of familiar text types in Chinese, eg in narratives, first-person
pronoun is used prominently and other people are referred to by their association to the
narrator, eg 我爸爸，我的家人
**Content for students with prior learning and/or experience**

Students:

- apply Chinese pronunciation and intonation patterns, examining differences in sounds and tones, and patterns of sound flow in speech, for example: (ACLCHU058, ACLCHU203, ACLCHU170)
  - discriminating words that have similar sounds by responding to a variety of texts, eg songs, poems or rhymes
  - identifying differences in tones in spoken Chinese to support understanding, eg 你去？with rising intonation
  - examining variations in regional accents and distinguishing words with similar sounds while listening to interactions of speakers in diverse contexts, eg 'shi' versus 'si', 'pa' versus 'ba'

- recognise and use knowledge of Hanzi to infer meaning from common Hanzi components or position of components, for example: (ACLCHU059, ACLCHU204, ACLCHU171)
  - interpreting the meaning of new Hanzi by using knowledge of radicals and common Hanzi components in short texts, eg 柱 versus 住
  - applying knowledge of Chinese nouns when reading for meaning words with suffixes, eg 学习, 学校
  - identifying Hanzi based on knowledge of components when inputting Chinese in a digital text

- understand and use elements of Chinese grammar and sentence structure to express ideas, for example: (ACLCHU060, ACLCHU205, ACLCHU172)
  - using different ways to negate ideas depending on degree of formality or emphasis, eg 我不是....。我哪儿有....？我没有办法....。我不能....。
  - exploring different ways to initiate an interaction in new contexts, eg 你忙吗？你能来吗？
  - examining sequencing expressions to enhance flow and clarity of ideas, eg 首先....其次....还有....
  - indicating future action, eg 要，会
  - using sentence patterns for narrative accounts, eg 有一天(舒服，舒服舒服)
  - understanding rhythm in Chinese words, eg double and quadruple syllable words
  - using adverbial phrases of time, eg 后来，接下来

- explore the impact of technology and the way in which Chinese has changed over time through interactions with other languages and cultures, for example: (ACLCHU063, ACLCHU208)
  - recognising Chinese words and phrases that have emerged in response to new ideas and developments in communications and technology, eg 伊妹儿
  - understanding that many Aboriginal and Torres Strait Islander languages and some international Indigenous languages are growing and adapting, while others are endangered, are revitalised, or blending with other languages
  - examining Chinese words and phrases that have emerged as a result of technological development, eg 黑客, 版主
  - comparing how the language of social media affects language use in Chinese and English, noticing specific language, codes and emoticons used in electronic messages, eg 楼主
  - recognising and understanding the meaning of new words and phrases in Chinese that have developed as a result of globalisation and changing lifestyles, eg 丁克族, 快餐
  - discussing how changes to the Chinese language reflect changes in traditional customs and cultural practices, eg in family celebrations or community festivals
• understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences, for example: (ACLCHU061, ACLCHU206, ACLCHU173)
  – comparing language features in diverse genres with similar topics to understand the importance of recognising audience in communication, eg birthday invitation card, birthday song
  – examining formal and informal language registers used according to purpose and context, eg informal letters, formal speeches, interviews
  – analysing the structure of persuasive texts in Chinese and discussing its effectiveness, eg introduction, body, conclusion

Content for students with a background in Chinese

Students:
• discuss features of Chinese pronunciation and intonation and compare their own, for example: (ACLCHU236)
  – analysing features in Chinese poems and recognising variations in tone and stress, eg 孟郊《游子吟》
  – identifying features of spoken Chinese by comparing pronunciation and speech patterns in a range of texts, eg news broadcasts
  – comparing features of Chinese and English phonology and exploring differences and similarities to enhance learning of both languages

• use an increasing range of Hanzi in texts, identifying the form and function of components in individual Hanzi, for example: (ACLCHU237)
  – comparing differences between traditional and simplified characters and interpreting the meaning of unfamiliar Hanzi, using knowledge of components
  – analysing relationships between Hanzi and meanings in phrases representing auspicious meanings, eg 年年有余 – 年年有鱼
  – applying understanding of orthographic principles to predict the meaning of unknown Hanzi

• apply knowledge of Chinese grammar to organise and elaborate on ideas and opinions, for example: (ACLCHU239)
  – comparing grammatical features in English and Chinese, eg tense, passive prepositions, plurality, possession
  – identifying distinctive features of Chinese grammar in texts, eg 了 particle for completed action and 过 particle indicating a certain experience in the past
  – using diverse sentence patterns when composing own messages
  – expressing an opinion, eg 我想，我觉得
  – explaining and justifying, eg 如果....的话，虽然....但是....
  – giving advice, eg 你可以说....，你跟他说....
  – using slang, eg 不管三七二十一
  – understanding idioms and quotations, eg 三心二意
  – understanding concepts that cannot be translated literally, eg 读书人
  – using synonyms, eg 好比 - 犹如，伤心欲绝 - 悲痛万分 and antonyms, eg 简单 - 复杂，慎重 - 随便
understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences, for example: (ACLCHU240, ACLCHU243) 📚
  – examining the structure and word choices used in a range of texts for specific audiences and purposes, eg, setting and plot in a narrative, introduction, body and conclusion in a speech 📚
  – examining text structure and format in classical literature, eg 五言绝句, 七言绝句 📚
  – discussing the impact of stylistic devices on the effectiveness of texts 📚
Understanding

The Role of Language and Culture

Outcome

A student:
› identifies that language use reflects cultural ideas, values and beliefs LCH4-9U

Related Life Skills outcome: LCHLS-9U

Content

Students:

• understand how language varies according to context and purpose, for example: (ACLCHU094) ●
  ◆◆◆
  – recognising diversity in Chinese character texts by examining a variety of texts, including
    newspaper, magazines and calligraphy scripts ◆◆
  – exploring ways in which Chinese language use has adapted to local communities and
    overseas Chinese communities, eg 饮茶 (drinking tea = yum cha from Cantonese) ◆
  – understanding that Mandarin is the dominating oral language in China and exploring the
    meaning of dialect maintenance scripts ◆◆
  – discussing appropriate language choices across cultures, eg when meeting people for the first
    time or interacting with older people, such as a parent’s friend ◆◆◆
  – understanding how presentation of the residential address in Chinese and English reflects
    certain values in the different cultures ◆◆◆
  – observing interactions between Chinese speakers, and discussing the context and language
    use, eg a family eating out in a restaurant, noticing seating arrangements, the background
    environment and how dishes are ordered and presented ◆◆◆

• explore connections between language and culture in particular words, expressions and
  communicative behaviours, for example: (ACLCHU096) ◆◆◆
  – identifying appropriate expressions and behaviours that are used to reflect relationships and
    the importance of respect, eg 妈妈 versus 母亲, 你 versus 您, ◆◆◆
  – comparing Chinese and English symbols and cultural values in language use, eg double
    happiness sign at a Chinese wedding, chocolate eggs at Easter, dragon versus unicorn ◆◆◆
  – discussing how language reflects changes in cultural values, eg to celebrate a birthday
    Chinese people traditionally used a symbol of 寿 to wish for longevity, while in modern China
    people have adopted the Western idea of 生日快乐 ◆◆
  – exploring how the concept of family in Chinese culture has influenced relationships between
    individuals outside the family, eg addressing an older woman as 姐 and an older man as 哥◆
    ◆◆◆
  – noticing how people use the job title after the surname to show respect when addressing each
    other, eg 王老师, 李校长 ◆◆◆
- recognise their own and others' ways of expressing identity, reflecting on the relationship between language, culture and identity, for example: (ACLCHC089)
  - discussing aspects of their own identity and reflecting on similarities and differences between their own lifestyle with other cultures, eg *I am Australian, I play football*.
  - comparing interactions between Chinese speakers and interactions between English speakers and reflecting on how language and gestures are used in communication, eg shaking hands, waving hands.
  - noticing appropriate language choices across cultures, eg when meeting a school friend's parents.
  - exploring Australia's engagement with Asia and examining the common cultural ground that contributes to a person's sense of identity.

**Content for students with prior learning and/or experience**

Students:
- understand how language use varies according to context and reflects roles, relationships and cultural values, for example: (ACLCHC063, ACLCHC207, ACLCHU174)
  - analysing language use in public texts across different Chinese-speaking communities, eg the use of simplified versus traditional characters in overseas Chinese newspapers.
  - identifying idioms and slang in spoken and written texts to recognise the importance of context, eg 不三不四 in spoken language.
  - examining words and phrases used in texts to establish authority, relationship and purpose of the interaction, eg 方医生.
  - examining how the adaptation of words reflects and encourages cultural change, eg gender equality is reflected in the use of 她 to address females and 他们 to include both men and women.
  - identifying variability in language used in different contexts, eg interacting in the supermarket, at the doctor's surgery, or when visiting a friend or relative.
  - recognising language choices that reflect varying levels of formality as appropriate to context, and applying this to their own interactions, eg 爷爷 and 祖父, 累死了 and 非常疲惫.
  - noticing and describing differences in accent and dialect when listening to Chinese speakers from diverse regions.
  - interpreting the relationships of participants in a spoken interaction by observing word choices and gestures, eg examining what titles are used for individuals in Chinese (eg, 张校长/张小明).

- explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures, for example: (ACLCHU064, ACLCHC209, ACLCHU176)
  - identifying word choices and gestures that encapsulate aspects of culture, eg thumbs up, 小华, 老李.
  - comparing idioms and slang used in Chinese and English texts, films and mass media, eg 龙凤呈祥, 画蛇添足.
  - recognising that language and behaviour used in particular contexts vary across cultures, eg 致辞 versus 讲话.
  - analysing how language use is defined by culture-specific values in Chinese, eg people must put down themselves or their products in order to be modest.
  - discussing how cultural concepts of family affect Chinese speakers' communicative behaviours towards their relatives in comparison with English speakers, eg Chinese speakers address uncles by 叔 while English speakers use their names.
• reflect on how their own biography, including family origins, traditions and beliefs, affects their sense of identity and ways of communicating, for example: (ACLCHC057, ACLCHC202, ACLCHC169)
  – comparing Chinese and Western gender roles, festivals, traditions and beliefs, eg dumplings for Chinese New Year versus roast turkey for Christmas
  – discussing how family origins reflect the use of language at home, eg mixing Chinese with English while speaking to another speaker of Chinese
  – examining language use and practices at birthday gatherings that reflect cultural values and traditions, eg 抓周 on a child’s first birthday in Chinese culture
  – recognising differences of people from other cultural backgrounds within the Chinese diaspora and being sensitive to the cause of offence to others in interaction
  – exploring terms, eg 香蕉人 in terms of culture, and the significance of language use in this globalised world

Content for students with a background in Chinese

Students:
• understand how language use varies according to context and reflects roles, relationships and cultural values, for example: (ACLCHU241, ACLCHU242)
  – identifying how language use can be varied for different participants in different contexts, eg the use of slang and abbreviations between teenagers
  – using classical terms and expressions including 成语, 歇后语, 俗语 appropriate to context, eg using 亭亭玉立 to describe young girls
  – discussing ‘taboo’ terms in Chinese, and using terms suitable for the context, eg different words for 死 (‘to die’),驾崩 (皇帝)、仙逝 (长辈)、去世 (一般人)、香消玉殒 (女性)
  – considering the role technology plays in their own lives and how it affects the ways they communicate with others and use language to convey ideas
  – identifying examples of internet language and discussing how these shape or affect their own language use, eg 囧, 槑, 烱

• analyse the use of language across genders and generations, within and across language communities, for example: (ACLCHU244)
  – understanding that language used in formal and informal contexts varies across cultures, eg greetings, meal etiquette
  – comparing communicative practices of Chinese-speaking communities with other cultures, eg modesty is a Chinese traditional value but could be seen as lack of confidence in Western culture
  – noticing that description of female beauty varies between cultures, and reflecting on gender roles cross-culturally
  – comparing use of idioms and colloquial sayings between languages to identify different cultural perspectives
  – examining the shifting of cultural ideas in the internet world through rapid change in language use, eg using nicknames for government leaders
- reflect on how and why being a speaker of Chinese contributes to their sense of identity and is important to their Chinese cultural heritage, for example: (ACLCHC235)
  - examining the impact of living in Australia on their sense of being Chinese, eg values and beliefs
  - discussing the challenges and opportunities that arise as a speaker of Chinese living in Australia, eg stereotypes, culture shock, bilingualism
  - reflecting on their experiences of their last trip back to China, and their feelings about their old home
  - exploring Chinese values, eg the significance of family values in their lives while living in Australia
  - being aware of how every culture may contribute to the world, providing a way for individuals to behave as world citizens
Content for Stage 5

Communicating

Interacting

Outcome

A student:
- manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate LCH5-1C

Related Life Skills outcome: LCHLS-1C

Content

Students:
- initiate and sustain interactions to share information, opinions and ideas, for example:
  (ACLCHC097, ACLCHC098)  📔  📔
  - introducing self to a new student in the class and finding out his/her personal information, eg 我叫彼得，你呢？  📔  📔
  - initiating a conversation with a new friend, by asking questions and elaborating on responses  📔  📔
  - communicating with peers and young Chinese speakers via email, online conferencing or school-based exchanges, about shared interests, eg popular culture, sports and special events, comparing aspects of school or home life  📔  📔
  - sharing information about significant or special events in their own life, and making comparisons with those of Chinese teenagers, eg birthdays, holidays, celebrations, sporting events and festivals  📔  📔
  - sharing opinions and ideas with friends about a film that they watched recently or a dish on a menu, eg 这部电影很有意思。这道菜很好吃。  📔  📔
  - discussing a specific Chinese pop song with friends, eg 你喜欢《月亮代表我的心》这首歌吗？ 为什么？  📔  📔

- participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems, for example: (ACLCHC097)  📔  📔
  - initiating activities with peers to promote Chinese language learning at school  📔  📔
  - corresponding with sister-school peers in China via social networking sites, exchanging personal information and requesting information, eg 我家养了一只狗，你呢？  📔  📔
  - sharing opinions about Chinese family or school life after watching a relevant video clip  📔  📔
Content for students with prior learning and/or experience

Students:

- initiate and sustain interactions with peers and adults to share information, feelings, opinions, ideas and points of view, for example: (ACLCHC065, ACLCHC210, ACLCHC177)
  - describing their daily routine to an exchange student and giving opinions, inviting others to voice opinions and eliciting alternative positions, eg 我每天七点起床，你呢？
  - engaging in oral and digital discussions with friends on topics of personal interest, eg music, TV programs or sports, asking questions to seek ideas, request repetition and clarify meaning to enhance mutual understanding, eg 你可以再说一遍吗？你是说....
  - acknowledging, challenging and commenting on others' opinions, expressing appreciation, eg 你说的很对。我不同意他的看法。
  - exploring concepts related to contemporary issues, including popular culture, technology, environment and education, with a Chinese friend, eg 全球暖化，活到老学到老。 

- participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems, for example: (ACLCHC065, ACLCHC211, ACLCHC178)
  - planning a birthday party with a friend, arranging invitations, activities and venues, eg 我希望...; 没办法; 不能....; 要不然.... 难道...
  - inviting others to contribute to discussions and provide feedback on event organisation or procedures, suggesting solutions in a student body committee meeting
  - using different ways of expressing apology, appreciation or gratitude, and comparing practices across contexts, considering which term to use in various situations and according to the relationship between participants, eg 辛苦你了；麻烦你了, 真对不起：都是我不好；非常感谢；无以为报
  - negotiating with peers to determine an appropriate program and gift for an overseas visitor, acknowledging others’ ideas and opinions, and offering alternatives, eg 太好了！好的，我同意；对，可是....; 这....太....了，最好不要....，我看这样吧.... 真可惜！
  - designing a campaign to promote and persuade people to join a school or community organisation, eg creating slogans for Chinese Club or Chinese Youth Association (加入中文学会/澳洲华人青年会，提高汉语水平/你会认识更多的朋友！)
Content for students with a background in Chinese

Students:

- initiate and sustain interactions with others to discuss ideas and points of view, for example:
  - interviewing Chinese people in the community to gather opinions and solutions to investigate a problem or issue in the school or local area, eg 你觉得学校应该多一些垃圾桶吗？
  - debating a current issue such as environmental pollution, rapid urbanisation or a threat to public health or safety, eg 我不同意对方的看法，我觉得保护环境是每个人的责任。
  - monitoring the effectiveness of their own communication skills when sharing ideas and interests with others, eg when changing topics and taking turns in a conversation, eg 至于这件事情，我个人认为....
  - applying strategies to engage in conversations with people of diverse linguistic and cultural backgrounds, by using alternative terms to clarify meanings, eg 无非，肯定，难搞/难缠，犯不着，惹麻烦，班门弄斧/不自量力，杞人忧天/无稽之谈， 吹牛，拍马屁

- participate in a range of collaborative tasks, activities and experiences that involve planning, negotiation and debate, for example: (ACLCHC245, ACLCHC246)
  - initiating a school campaign to promote awareness of social issues or charity fundraising
  - setting up a survey, compiling a report, then writing a complaint letter to the principal/local government regarding a recent problematic policy, eg 大多数的人认为....; 一部分的人认为....
  - planning and promoting a group event and designing activities
  - understanding the history of the local Chinese community and the multicultural nature of Australian society, eg interviewing older migrants about their experiences as Chinese Australians (老一代的华人在餐饮、木工、香蕉种植等方面为澳洲做出了贡献，新一代的华人更多的是在金融、法律、医生等行业发展)
Communicating

Accessing and Responding

Outcomes

A student:
› identifies and interprets information in a range of texts LCH-5C
› evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences LCH-5C

Related Life Skills outcomes: LCHLS-2C, LCHLS-3C

Content

Students:
• obtain and synthesise information and ideas from spoken, written, visual or multimodal texts, for example: (ACLCHC099, ACLCHC100) 
  – listening to a dialogue, eg a conversation between two friends about their personal information or school life, and identifying gist by focusing on familiar, anticipated items in a flow of words, eg names of people and places, time and date, attitude and opinions
  – watching an online video clip and producing a multimodal presentation to deliver information about aspects of school life in China
  – using dictionaries and other support materials to identify key words in texts
  – reading tourist brochures and websites, identifying features of local lifestyles that reflect modernity or tradition in different Chinese-speaking communities
• respond in English or Chinese to information, ideas and opinions, using a variety of text types and formats according to context, purpose and audience, for example: (ACLCHC100, ACLCHC101)
  – answering questions relating to a Chinese text
  – composing a short text to report on topics of interest, eg 中国人的茶和澳洲人的咖啡，providing a range of alternative views on the subject
  – responding to an email from sister-school peers about their reflection on learning Chinese
  – collaborating to develop an imaginative promotional video to post on a website to sell an innovative product or service, eg a Chinese-speaking toy panda or a peer tutoring service
Content for students with prior learning and/or experience

Students:

- obtain, interpret and evaluate information, ideas and opinions from a range of texts, for example: (ACLCHC067, ACLCHC069, ACLCHC212, ACLCHC179) 📚
  - listening to and viewing texts, eg celebrity interviews, news reports and documentaries, noting the different opinions and ideas of participants, focusing on key words and non-verbal cues to identify feelings and important ideas, interpreting implied meanings, and recognising possible bias when judging the value of information 📚
  - viewing episodes of popular TV programs, eg sitcoms from mainland China, Taiwan and other regions, sharing opinions on characters and plot, and relating the situations and contexts of the programs to similar events in their own life 📚
  - listening to popular Chinese songs, comparing themes and content to those of songs popular in Australia, and discussing how popular culture reflects social issues, eg family relationships 📚
  - discussing the effectiveness of different advertisements for the same type of product 📚
  - identifying the implied values that influence a writer’s representation of a particular issue, eg reporting on how the issue of 空巢老人 in China is influenced by the Chinese values of ‘family being together’ and ‘filial piety’ 📚
  - collating and analysing data from diverse sources, eg time spent on extra-curricular activities versus time spent on studying, and comparing ideas and perspectives 📚

- respond in English or Chinese to information, ideas and opinions, using different formats for specific contexts, purposes and audiences, for example: (ACLCHC068, ACLCHC213, ACLCHC181) 📚
  - presenting or supporting a personal position or view by reconstructing information from diverse sources with different perspectives and using spoken, written or digital forms of presentation appropriate to context and audience 📚
  - preparing visual displays of data or information gathered from personal research to share with Chinese-speaking peers on features of lifestyle or experiences of Australian young people, eg educational opportunities, outdoor and sporting activities across the seasons, or a typical weekend for an Australian teenager 📚
  - collating information from personal research on issues relevant to youth across cultures in a written report, eg pressure to follow fashions and trends, bullying, and inspirational people, substantiating their position with examples from texts, quotes or statistical data and by using idioms 成语 or sayings 谚语 📚
  - designing a research plan for a learning task, eg 人口增长, that includes a list of information, data needed, questions to be asked and reasons for decisions to be taken 📚
**Content for students with a background in Chinese**

Students:

- access a variety of informative and imaginative texts to identify and analyse in written and spoken forms textual elements such as viewpoint, theme, stylistic devices, influences and values, for example: (ACLCHC247, ACLCHC248)
  - examining ways in which information is presented across diverse Chinese-speaking communities, eg viewing news reports of world events from Beijing, Taiwan and Singapore
  - evaluating how information is presented in diverse forms of media across cultures, eg comparing the impact of live news reports involving interviews with witnesses, and newspaper articles on the same event
  - identifying bias in texts, examining the values that influence bias, and discussing how bias differs from opinion and perspective
  - reading news articles on world events, celebrations or commemorations of historical significance, and exploring how the author’s personal values and experiences influence the reporting of such events

- respond in Chinese to information, ideas and opinions on a range of issues from different perspectives, using a variety of formats for specific contexts, purposes and audiences, for example: (ACLCHC231)
  - discussing the impact of Chinese traditional entertainment on contemporary Chinese culture, eg 相声
  - comparing accounts of an historical event, eg articles, documentaries and representations in film, and preparing a presentation for either an Australian or Chinese audience
  - explaining the meaning of Chinese scripts and lyrics, and recognising how feelings/emotions are expressed in subtle ways through the use of stylistic devices or symbolism, eg 月亮代表我的心
  - developing an information kit supported by visuals about the local city or region to provide to Chinese visitors via a local tourism website, including details on history, including Aboriginal history identifying the local Aboriginal nation, people, language and sites significant to Aboriginal people, climate, environment and cultural activities
Communicating

Composing

Outcome

A student:

› experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for a variety of contexts, purposes and audiences LCH5-4C

Related Life Skills outcome: LCHLS-4C

Content

Students:

• compose a range of informative and imaginative texts, using a variety of formats for different contexts, purposes and audiences, for example: (ACLCHC101, ACLCHC102)  
  – writing a speech to welcome a foreign visitor  
  – writing an email to a Chinese friend about something that has recently occurred  
  – composing an account of an imagined experience with Chinese visitors to the local community, eg hosting a Chinese student or taking a tour group to a local sporting event  
  – creating short plays in groups, describing the experiences of imagined characters in different cultures, eg 《James 在上海》 and performing the plays in class  
  – composing a print or audio advertisement  
  – taking on a role in a story and retelling the story from one character's perspective, describing their feelings and emotions, eg 我真高兴！太棒了！哎哟，吓死我了！

• create a range of bilingual texts and resources for the school and wider community, for example: (ACLCHC104)  
  – producing bilingual signs in places, eg restaurants, shops, pools, schools, hospitals and construction sites, for non-English speakers  
  – preparing a voice-over text for a video presentation on a Chinese-language program or the school environment, discussing possible interpretations of the text from the viewers’ perspective and adjusting any information that is unclear before voice recording
Content for students with prior learning and/or experience

Students:

- compose a range of informative and imaginative texts using different formats to express ideas, attitudes and values, for example: (ACLCHC070, ACLCHC215, ACLCHC183)
  - creating first-person narratives to describe experiences and emotions in imagined scenarios and places
  - producing cartoon scripts to express traditional Chinese values
  - writing a creative account of an imagined experience involving Chinese visitors to the local community, eg hosting a Chinese student or taking a tour group to a local sporting event
  - creating a Chinese voice-over for a scene from an English-language sitcom
  - writing or performing a scene from a real or imagined event and experimenting with ways in which language, images, action and humour are used to enhance audience engagement
  - assuming the persona of a character from a film or story, and writing a diary entry reflecting on their experiences
  - creating written and multimodal narratives, poems and reflective journals about people, places and communities in the Chinese-speaking world

- create a range of bilingual texts using different formats for a variety of contexts, purposes and audiences, for example: (ACLCHC072, ACLCHC217, ACLCHC185)
  - producing bilingual displays about Chinese language, culture or contemporary society to share learning and knowledge with the school community, eg poster displays about Chinese characters, earthquake-prone areas in China, eg Sichuan, youth culture in China, or the Chinese community in Australia
  - collaborating with peers to perform a script from 儿童剧 or 情景剧 in Chinese and English for younger year levels to engage them with the imaginative world
  - creating videos with English subtitles in response to classical literature, eg 《草船借箭》，considering how the characters’ personalities can be reflected in dialogues

Content for students with a background in Chinese

Students:

- compose a range of informative and imaginative texts, using a variety of formats for different contexts, purposes and audiences, and experimenting with genre, textual features and stylistic devices, for example: (ACLCHC251)
  - creating own imaginative texts, using literary devices to achieve particular purposes, eg foreshadowing events and building up to the climax in a story, and experimenting with different language techniques
  - presenting and discussing own position on issues, eg recycling, education in rural communities, and the impact of social media on young people

- compose a range of bilingual texts using different formats for a variety of contexts, purposes and audiences, for example: (ACLCHC253)
  - using print and online dictionaries to expand their own linguistic repertoire and convey subtle meanings when creating own texts, understanding the risks of word-for-word translation
  - comparing bilingual editions of novels and discussing how authors and translators maintain the effect of stylistic devices across languages, eg the translation of metaphor
Understanding Systems of Language

Outcomes

A student:
› demonstrates how Chinese pronunciation and intonation are used to convey meaning LCH5-5U
› demonstrates understanding of how Chinese writing conventions are used to convey meaning LCH5-6U
› analyses the function of complex Chinese grammatical structures to extend meaning LCH5-7U
› analyses linguistic, structural and cultural features in a range of texts LCH5-8U

Related Life Skills outcomes: LCHLS-5U, LCHLS-6U, LCHLS-7U, LCHLS-8U

Content

Students:
• understand differences in patterns of sound and tone in extended Chinese speech when listening to speakers of different ages, genders and regional background, for example: (ACLCHU106)
  – listening to interactions between unfamiliar voices at different speeds or levels of clarity to develop auditory and comprehension skills, and discriminating between sounds heard in oral discourse, including the range of vowel and consonant combinations, eg qin’ versus qing and chi versus qi
  – examining the diverse meanings of words that share similar sounds, eg the many meanings of the sound ‘shi’ and how to differentiate between 同音词 and 近音词 in different contexts (同意 and 统一)
  – comparing examples of regional variation in pronunciation, eg the Beijing use of 儿 and the southern pronunciation of ‘shi’ and ‘si’, and noticing and describing differences in accent and tone when listening to Chinese speakers from diverse regions

• use prior knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters, for example: (ACLCHU107)
  – using understanding of familiar radicals and phonetic sides to estimate the sound and meaning of characters when reading aloud
  – describing characters to others by naming their components or sides in sequence, eg ‘standing man’ (亻) on the left, ‘words’ (言) on the right = 信
  – discussing the use of 繁体字 and 简体字 in Chinese-speaking communities today, including the revival of 繁体字 and the spread of 简体字 in diverse communities
  – exploring the use of diverse character-morphemes to express similar ideas, eg identifying multiple characters for ‘food’ (饭、菜、食、餐), and organising and classifying words containing these characters to understand their context of use
• understand and use Chinese language and grammatical forms, and explore how to use/combine these elements to express complex ideas, for example: (ACLCHU108)
  - comparing ways in which tense is expressed, eg 了 to indicate completion; 完 to indicate the achievement of a desired result; 想 to indicate intention; the use of verb negation 没有 to indicate negative past; 正在 to indicate action in progress
  - exploring the uses of diverse time expressions and ways to sequence events in time, eg 先....然后....; 一....就....了....就....; 才; 第一, 然后
  - using terms related to frequency, eg 总是, 常常, 每天, 有时候, 不常, 从不
  - expressing alternative views, eg 有的人喜欢....，有的人喜欢
  - indicating necessity, eg 需要, 必须, 必要, 得
  - using modal adverbs, eg 很，更，最，非常，挺....的，太....了
  - comparing the functions of prepositions and discussing the importance of context when determining their meanings in texts, eg 跟, 对, 给

• investigate the impact of factors such as media, technology, globalisation and popular culture on Chinese, for example: (ACLCHU111)
  - exploring ways in which English words and phrases are incorporated into everyday communication in Chinese in digital media, eg English expressions of emotion used in chat forums, text messaging (去 happy吧), and Pinyin abbreviations replacing characters (L P
  - investigating the use of internet language, including numerical representations of words (55555 = 呜呜他在哭) as a means of communication among youth
  - examining how globalisation is having an impact on Chinese values and language use, eg how responses to praise are shifting to reflect a Western concept of gratitude (谢谢) rather than the modesty of the past (哪里哪里)
  - examining how the adaptation of words reflects and encourages change, eg gender equality is reflected in the use of 妳 to acknowledge females and 他 to include both men and women

• apply knowledge of the interrelationship between linguistic elements, structure, context, purpose and audience to a range of texts, for example: (ACLCHU109)
  - applying understanding of genre to determine the purpose and intended message of a text, eg the use of markers 第一步 and 第二步 in a recipe for fried rice
  - recognising the purposes of texts and analysing features of format and language used, eg in a diary, letter or advertisement
  - comparing features of narrative, recount, report and procedural text to identify ways in which information is structured and sequenced for particular purposes
  - analysing and explaining the organisation and development of ideas or an argument in a range of genres, including textual features, eg paragraphing
Content for students with prior learning and/or experience

Students:

- apply knowledge of intonation and stress and explain their role in interactions in various contexts, for example: (ACLCHU074, ACLCHU219, ACLCHU187)
  - exploring changes in neutral tone and identifying patterns to aid their own pronunciation and flow of expression, eg the use of neutral tone for the second syllable when it is repeated or does not contribute to the meaning of the first syllable (妈妈 and 孩子)
  - comparing their pronunciation and word choices when speaking in Chinese to peers and other Chinese speakers
  - experimenting with rhythm, pace, tone, stress and other paralinguistic cues, and developing strategies to address aspects of their own spoken Chinese that may impede effective communication with others
  - experimenting with rhythm, intonation and stress when reading aloud, reciting texts or expressing emotion to others

- apply prior knowledge of Hanzi form and function to infer information about the sound and meaning of unfamiliar Hanzi, for example: (ACLCHU075, ACLCHU220, ACLCHU188)
  - describing orthographic features of new Hanzi encountered, including the structure, sequence and relationship of components, and explaining connections evident between form, sound and meaning
  - using character and component knowledge to infer the potential sound and meaning of new Hanzi encountered in texts
  - recognising that Hanzi may have multiple sounds (ie 多音字) and multiple meanings
  - appreciating that the precise meanings of Hanzi morphemes are determined by context, eg 一封信 and 相信, 企图 and 地图

- understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations, and other complex grammatical structures, for example: (ACLCHU221, ACLCHU189)
  - analysing the subtle differences between expressions that convey similar meanings, using, eg 除了....也 and 除了....都 and 虽然 and 尽管
  - exploring the particular functions of key grammatical forms and their correct context of use, eg distinguishing between the uses of 的、得、地 and 可以、能、会
  - comparing how ideas are ordered and substantiated across genres and languages, eg in Chinese essay-writing the author’s position is generally stated at the end, whereas in Australian academic writing it is stated at the beginning
  - understanding subjective versus objective statements, eg 这件事是千真万确的 vs 这件事被公认为是真的
  - describing routines and adjectives for opinions, eg 我每天.... 可是我觉得.... 太早了/太难了/太不容易了
  - using terms and phrases for comparison, eg 形式不同，内容一致，严格不同，对比.... 有着显然的分别，各有千秋
  - using terms used when reconstructing information, summarising and using quotes, eg 从新整理，细心分析，归纳总结，有一句话说得好/有这样一句名言
  - providing reasons for their opinions, eg 这个故事非常....比如说....你一定要看这本书!
  - sharing opinions when observing characters and plot, eg 我不懂他们为什么吵架。他真的很烦人，我特别不喜欢他
  - relating the observed situations and contexts to similar events in their own life, eg 如果我是她....; 我觉得他最好....
– using sayings to reinforce a point of view, eg “养不教，父之过”; 父母当然要对孩子的教育负责任

• research the phenomenon of language change in Chinese-speaking communities, analysing and comparing language use of previous generations with contemporary use, for example:
  (ACLCHU078, ACLCHU224, ACLCHU261)
  – predicting the meaning of texts in traditional characters encountered in everyday contexts, by relating the character's simplified version, eg 飯 in a tourist site
  – discussing influences on their own Chinese language use, eg from TV, family or Chinese school, and how their language use compares to that of their parents and other Chinese speakers
  – analysing how new words and concepts are developed and incorporated into daily use, eg in contemporary media, TV dramas, music and film
  – exploring how language change reflects the values of the time, or how language use can be seen as emblematic of an era, eg the use of respectful terms: 老革命 and 硬骨头 in China in the 1960s
  – comparing the language of previous generations to their own language use and discussing the nature of the differences between them
  – examining new words added to Chinese dictionaries or introduced to social media and considering the reasons behind their development

• understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, informative and persuasive texts, for example:
  (ACLCHU079, ACLCHU222, ACLCHU190)
  – exploring the contexts and implications of terms used to identify others, eg 老外、华侨、华裔、大陆人、华人、中国人、少数民族
  – analysing features of texts in formal domains, eg comparing aspects of formal and personal letters such as salutations or level of politeness, or examining features of articles, including the use of headings, placement of the author's name, organisation into introduction, body and conclusion
  – comparing how statistical data, eg census information or surveys, are collated and referred to in Chinese and English texts, including consideration of the levels of in-text referencing required across both languages
Content for students with a background in Chinese

Students:

- apply understanding of how patterns of rhythm, tempo, stress, pitch and intonation are used in Chinese to express meaning, for example: (ACLCHU255)
  - comparing how prosody is used to enhance the aesthetic features/uses of language in different texts, eg poems and essays when read aloud
  - evaluating the effectiveness of prosody in diverse contexts, eg analysing the relationship between use of voice and character types in films and television dramas, eg how the matriarch or patriarch of the family in Chinese dramas often has a stern and intimidating voice
  - using prosody with effect when communicating with others, eg in formal presentations and debates, and in imaginative or dramatic performances

- apply knowledge of Chinese orthography to access a wide range of vocabulary and identify Hanzi related to a variety of topics, for example: (ACLCHU256)
  - experimenting with the use of abstract nouns, eg 物种 、深春 、微风 to create procedural texts
  - developing skills to comprehend simplified or traditional Chinese characters in print media and online texts
  - discriminating correct forms and sounds of 多音字 (polyphonic characters), eg 行 (háng 同行 and xíng 行进); and appreciating multiple forms of 通假字, eg 反 - 返; 说 - 悦

- understand and apply complex grammatical structures to enhance communication and achieve particular effects, for example: (ACLCHU258)
  - exploring examples of literary language and how grammatical features differ from everyday speech, eg 鲁迅的小说和议论文
  - manipulating language style in communication to achieve particular effects, eg writing a journal with 语气词 (modal), eg 嘿 and 吧, to create the effect of a dialogue with the reader
  - identifying the appropriate context for using colloquial forms, eg 多姿多彩; 恰恰相反; 来得快去得快; higher-order verbs, eg 弥漫; using 而 for 顺接; and adverbials, eg 便是; 恰恰相反
  - using emphatic and assertive language to support a point of view in an argument or debate
  - identifying bias in opinions, eg 什么是偏见？ 偏见有哪些表现？ 应该怎样纠正偏见？
  - using terms related to personal values and experiences, eg 曾经, 断言, 感恩, 珍贵经历, 尝试, 意愿, 曾经沧海, 过来人, 识途老马, 终生受益

- understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, informative and persuasive texts, for example: (ACLCHU259)
  - identifying stylistic features of formal text types, eg 作业报告 , 倡议书, 竞选演说
  - comparing the way in which an argument is developed in different languages, eg in English the writer’s position is stated upfront, whereas in Chinese it is generally left until the conclusion
  - analysing how to position oneself when writing for different purposes, eg in persuasive and evaluative writing (eg 说服： 独生子女政策给中国的发展带来了很多好处；议论： 独生子女政策对中国的发展利弊参半)
  - identifying choices in words and phrasing that influence a reader’s response to texts, eg language to persuade readers to endorse the writer’s views, eg 难道不是每一个有良知的人都会认同的吗？
- examining ways in which authors use characterisation to incite sympathy or antagonism towards characters in literary texts, eg directly describing a character’s personality compared to indirectly portraying the character’s personality through their actions or through the reactions of others 📚 📕
Understanding

The Role of Language and Culture

Outcome

A student:

› explains and reflects on the interrelationship between language, culture and identity LCH5-9U

Related Life Skills outcome: LCHLS-9U

Content

Students:

• analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes, for example: (ACLCHU110, ACLCHU077, ACLCHU190, ACLCHU259)
  – exploring the use of 普通话 as a lingua franca in communities and identifying terms used in different regions to express a similar idea, eg 普通话 versus 国语; 达人 versus 高手
  – investigating the dialects spoken in local Chinese communities and understanding why character subtitles are typically added to Chinese films and television shows

• understand that language, culture and communication are interrelated and shaped by each other, for example: (ACLCHU112)
  – reflecting on the values of one culture when communicating in another, eg differences in the use and frequency of ‘thank you’ and 谢谢
  – exploring how cultural concepts of family and the importance of one’s sense of connection to others influence language use
  – identifying choices made in interactions in Chinese with people from different generations, eg changes in greetings (吃饭了没有、拜拜、嗨) and forms of address (同志、小姐、师傅) over time

• reflect on intercultural experiences as a learner of Chinese, recognising how cultural identity influences ways of communicating, thinking and behaving, for example: (ACLCHC105)
  – interacting with Chinese-speaking peers to share aspects of their own identities as young Australians, eg considering: What aspects of my life and identity would Chinese youth find interesting? How do I want to be perceived or understood?
  – identifying how different opinions and perspectives are expressed and how this may be perceived by others, eg comparing representations of foreigners in 外国人有一些不同的习俗 with 老外都很奇怪
  – reflecting on their own language choices in interactions with Chinese speakers and how these may have been perceived, eg Was my communication culturally appropriate? Did I adjust my language and body language to help convey my meaning more appropriately and effectively? How can I seem interested when I am not?
Content for students with prior learning and/or experience

Students:

- analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes, for example: (ACLCHU110, ACLCHU077, ACLCHU190) —
  - analysing the layout of magazines and online texts and the deliberate choices of image, font and words to enhance understanding of key ideas and positioning of the author
  - examining the language of newspapers, identifying commonly encountered linguistic terms and considering the concise ways in which world events are reported in Chinese media
  - exploring the use of repetition to add emphasis and strengthen ideas, eg 不同的国家有不同的文化
  - viewing different types of texts on similar topics and recognising differences in discourse of oral and written texts, especially language used, eg 昨天街上人很多。昨天街上人山人海

- analyse the reciprocal relationship between language, culture and communication, and how this relationship reflects values, attitudes and beliefs, for example: (ACLCHU80, ACLCHU225, ACLCHU193) —
  - reflecting on taboos in language use and how these can affect communication across cultures, eg Is it okay to ask someone’s age in China? Why do numbers and colours matter? What are we superstitious about in Australia? What hand gestures are acceptable with Chinese speakers? What can I joke about? 🍀clusão *
  - exploring what assumptions are inherent in one language and how the same cultural assumptions may not exist in another language, eg analysing how the terms for ‘getting married’ differ for women (嫁出去), men (娶妻) and the gender-neutral (结婚) 🍀clusão *
  - reflecting on how attitudes or values they consider normal in one language may not feel or be viewed in the same way when discussed in a different language, eg humility is a value often conveyed in Chinese but less often in English 🍀clusão *
  - exploring how concepts, eg modesty, individual responsibility and respect for authority influence communication styles, and how they may be interpreted by English speakers as lack of confidence, engagement or initiative 🍀clusão *

- reflect on how their own cultural identity both influences and is shaped by ways of communicating, thinking and behaving, for example: (ACLCHC073, ACLCHC218, ACLCHC186) —
  - exploring ways in which their identity influences the different roles they play in life, eg as a student at secondary school and in their Chinese class, as a son or daughter, an older or younger sibling, a friend, or a member of a sports team, and reflecting on times when linguistic and cultural aspects of their identity are questioned and challenged 🍀clusão *
  - recognising the language choices they make that influence how their identities as individuals are perceived by others, eg how they communicate and behave when interacting with Chinese people, or with people from a different cultural background 🍀clusão *
  - describing appropriate ways to engage with others in different contexts, eg ‘I socialise with my friends who speak Chinese in … ways, but I socialise with my friends who speak English in … ways’ 🍀clusão
Content for students with a background in Chinese

Students:

- analyse how and why language use varies according to social and cultural contexts, relationships and purposes, for example: (ACLCHU262) 
  - researching and explaining concepts, eg 龙的传人, 小康 或 临时抱佛脚 in terms of cultural context and cultural significance 
  - evaluating the impact of word choices, eg 百衣百顺 for steam iron; 自然最健康, 绿色好心情 for instant noodles, and discussing features of language used in advertisements (广告词), eg 简洁, 对仗, 谐音 and how it relates to the brand and product 
  - viewing samples of 公益广告 for charity and non-profit organisations, and analysing the different ways in which imagery, voice and language use are combined, and the effect of these stylistic choices, eg 好感型, 优质型 and 励志型 

- discuss how meanings vary according to cultural assumptions that Chinese and English speakers bring to interactions, and how mutual understanding can be achieved, for example: 
  - reflecting on own cultural values and evaluating how these intersect with mainstream values when interacting in Chinese and English-speaking contexts 

- reflect on their language choices, and communicative and cultural behaviours in Chinese and English-speaking contexts, for example: (ACLCHC254) 
  - reflecting on how their language choices, including the use of English, Chinese, a dialect or accent, are indications of their sense of identity within a particular context 
  - considering the differences in their own sense of identity in Australia and when they ‘return home’ (回国) in terms of changes in social contexts and in their relationships with other participants in interactions 
  - reflecting on how one’s own world view is conveyed through language choices, eg ‘naming’ China 华夏、九州、神州大地、中原 which reflects their understanding of their history, geography, ethnicity and place in the world
Years 7–10 Life Skills Outcomes and Content

The Years 7–10 Life Skills outcomes and content are developed from the objectives of the Chinese K–10 Syllabus.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to teaching, learning and assessment activities.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 4 and Stage 5 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the collaborative curriculum planning process.

The following points need to be taken into consideration:

- students are required to demonstrate achievement of one or more Life Skills outcomes
- specific Life Skills outcomes should be selected based on the needs, strengths, goals, interests and prior learning of each student
- achievement of an outcome may be demonstrated through selected Life Skills content
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in support materials for:

- Languages
- Special education
- Life Skills.
Years 7–10 Life Skills Outcomes

Table of Objectives and Outcomes

Communicating Strand

<table>
<thead>
<tr>
<th>Objective</th>
<th>Life Skills outcome</th>
</tr>
</thead>
</table>
| • **Interacting**: exchanging information, ideas and opinions, and socialising, planning and negotiating | A student:  
LCHLS-1C uses Chinese to interact with others in everyday contexts |

<table>
<thead>
<tr>
<th>Objective</th>
<th>Life Skills outcomes</th>
</tr>
</thead>
</table>
| • **Accessing and responding**: obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts | A student:  
LCHLS-2C accesses and obtains information from a range of texts  
LCHLS-3C responds to information and ideas for a range of purposes and/or audiences |

<table>
<thead>
<tr>
<th>Objective</th>
<th>Life Skills outcome</th>
</tr>
</thead>
</table>
| • **Composing**: creating spoken, written, bilingual, digital and/or multimodal texts | A student:  
LCHLS-4C composes texts in a range of formats |
## Understanding Strand

**Objective**

- **Systems of language**: understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place

**Life Skills outcomes**

A student:

**LCHLS-5U**

explores Chinese pronunciation and intonation patterns

**LCHLS-6U**

engages with letter combinations and/or symbols in Chinese

**LCHLS-7U**

explores Chinese language patterns and structures

**LCHLS-8U**

engages with a variety of text structures

**Objective**

- **The role of language and culture**: understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity

**Life Skills outcome**

A student:

**LCHLS-9U**

explores their own and other languages and cultures

## Values and Attitudes Objectives

Students:

- develop an interest in and enjoyment of language learning
- appreciate and value their own heritage, culture and identity
- appreciate and respect the culture, beliefs and values of others through language learning.
## Years 7–10 Life Skills and Related Syllabus Outcomes

### Communicating Strand

#### Objective
- **Interacting**: exchanging information, ideas and opinions, and socialising, planning and negotiating

<table>
<thead>
<tr>
<th>Life Skills outcome</th>
<th>Related Stage 4 and 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>A student:</td>
</tr>
</tbody>
</table>

- **LCHLS-1C** uses Chinese to interact with others in everyday contexts
  - **LCH4-1C** uses Chinese to interact with others to exchange information, ideas and opinions, and make plans
  - **LCH5-1C** manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

#### Objective
- **Accessing and responding**: obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts

<table>
<thead>
<tr>
<th>Life Skills outcomes</th>
<th>Related Stage 4 and 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>A student:</td>
</tr>
</tbody>
</table>

- **LCHLS-2C** accesses and obtains information from a range of texts
  - **LCH4-2C** identifies main ideas in, and obtains information from texts
  - **LCH5-2C** identifies and interprets information in a range of texts

- **LCHLS-3C** responds to information and ideas for a range of purposes and/or audiences
  - **LCH4-3C** organises and responds to information and ideas in texts for different audiences
  - **LCH5-3C** evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
<table>
<thead>
<tr>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Composing</strong>: creating spoken, written, bilingual, digital and/or multimodal texts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Life Skills outcome</th>
<th>Related Stage 4 and 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>A student:</td>
</tr>
</tbody>
</table>

**LCHLS-4C**
- composes texts in a range of formats

**LCH4-4C**
- applies a range of linguistic structures to compose texts in Chinese using a range of formats for different audiences

**LCH5-4C**
- experiments with linguistic patterns and structures to compose texts in Chinese using a range of formats for a variety of contexts, purposes and audiences
# Understanding Strand

**Objective**
- **Systems of language**: understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place

<table>
<thead>
<tr>
<th>Life Skills outcomes</th>
<th>Related Stage 4 and 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LCHLS-5U</strong></td>
<td><strong>LCH4-5U</strong></td>
</tr>
<tr>
<td>explores Chinese pronunciation and intonation patterns</td>
<td>applies Chinese pronunciation and intonation patterns</td>
</tr>
<tr>
<td><strong>LCHLS-6U</strong></td>
<td><strong>LCH4-6U</strong></td>
</tr>
<tr>
<td>engages with letter combinations and/or symbols in Chinese</td>
<td>demonstrates understanding of key aspects of Chinese writing conventions</td>
</tr>
<tr>
<td><strong>LCHLS-7U</strong></td>
<td><strong>LCH4-7U</strong></td>
</tr>
<tr>
<td>explores Chinese language patterns and structures</td>
<td>applies features of Chinese grammatical structures and sentence patterns to convey information and ideas</td>
</tr>
<tr>
<td><strong>LCHLS-8U</strong></td>
<td><strong>LCH4-8U</strong></td>
</tr>
<tr>
<td>engages with a variety of text structures</td>
<td>identifies variations in linguistic and structural features of texts</td>
</tr>
</tbody>
</table>

**Related Stage 4 and 5 outcomes**
- **LCH5-5U**: demonstrates how Chinese pronunciation and intonation are used to convey meaning
- **LCH5-6U**: demonstrates understanding of how Chinese writing conventions are used to convey meaning
- **LCH5-7U**: analyses the function of complex Chinese grammatical structures to extend meaning
- **LCh5-8U**: analyses linguistic, structural and cultural features in a range of texts
Objective
- **The role of language and culture**: understanding and reflecting on the role of language and culture in the exchange of meaning; and considering how interaction shapes communication and identity

<table>
<thead>
<tr>
<th>Life Skills outcome</th>
<th>Related Stage 4 and 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCHLS-9U explores their own and other languages and cultures</td>
<td>LCH4-9U identifies that language use reflects cultural ideas, values and beliefs</td>
</tr>
<tr>
<td>LCH5-9U explains and reflects on the interrelationship between language, culture and identity</td>
<td></td>
</tr>
</tbody>
</table>
Years 7–10 Life Skills Content

The Years 7–10 Life Skills content is suggested.

Content describes the intended learning for students as they work towards achieving one or more of the Life Skills outcomes. It provides the foundations for students to progress to the next stage of schooling or post-school opportunities.

Teachers will make decisions about the choice of outcomes and selection of content regarding the sequence, emphasis and any adjustments required based on the needs, strengths, goals, interests and prior learning of students. Examples provided in the content are suggestions only. Teachers may use the examples provided or use other examples to meet the particular needs of individual students.
Communicating
Interacting

Outcome
A student:
› uses Chinese to interact with others in everyday contexts LCHLS-1C

Related Stage 4/5 outcomes: LCH4-1C, LCH5-1C

Content
Students:
• use language to interact with peers and known adults, for example: icrosoft
  – understanding and responding to greetings
  – initiating questions, eg 吗，什么
  – responding to questions
  – introducing themselves and others
  – engaging in a conversation, eg about themselves, their hobbies, their family, their weekend plans
  – sharing information on a topic of interest, eg sport, video games
  – sharing opinions and ideas, eg what they like to do in their spare time
• engage in everyday collaborative activities and participate in classroom routines, for example:
  – following instructions to learn a song or game, to put their pencil down, eg 好
  – collaborating with others in a shared event, eg planning a weekend outing to the films, arranging to meet for lunch
  – sharing information about aspects of their personal world, eg family, friends, entertainment, sport or leisure
  – recounting a special event, eg their birthday
  – responding to cues for turn-taking
  – responding to directions, eg turn left, go straight ahead
  – responding to classroom instructions
  – seeking help or permission, eg 可以吗?
  – offering suggestions
  – expressing opinions
  – accepting or declining an invitation
Content for students with prior learning, experience and/or background

Students:

- initiate and sustain interactions with peers and known adults, for example: 
  - initiating conversations, eg 你好吗？你最近怎么样？
  - responding to questions about themselves, eg 我最近很忙。我最喜欢去看电影了。
  - sharing an opinion and/or point of view, eg why their sports team should win the competition, eg 我们的队每星期都练习两次，所以我们常常赢。
  - sharing experiences online with a Chinese friend about life at an Australian school
  - sustaining interactions by asking questions, eg 你去过蓝山吗？你觉得蓝山的风景好吗？
  - engaging in a conversation about themselves, favourite film stars

- engage in everyday collaborative activities that involve planning and negotiating, and participate in classroom routines, for example: 
  - asking for clarification
  - seeking help, permission and advice
  - giving and following instructions, eg to learn a song or game, to put their book on the shelf
  - allocating and swapping roles in group activities
  - responding to invitations by accepting or declining with reasons
  - expressing ideas and opinions
  - offering suggestions and advice
  - collaborating with others in a shared event, eg planning a weekend outing to the cinema, arranging to meet for lunch
  - collaborating with others to negotiate, solve problems and make decisions, eg choosing when and where to meet, which restaurant to eat at, which film to see and which session time
  - collaborating with others, providing reasons for opinions, thoughts and ideas
  - responding to open-ended questions about learning activities
Communicating

Accessing and Responding

Outcomes

A student:
› accesses and obtains information from a range of texts LCHLS-2C
› responds to information and ideas for a range of purposes and/or audiences LCHLS-3C

Related Stage 4/5 outcomes: LCH4-2C, LCH4-3C, LCH5-2C, LCH5-3C

Content

Students:
• access texts and locate information, for example: 📚
  – identifying known words and phrases, eg in conversation, songs and rhymes 📚
  – recognising known words and phrases, eg where animals are located on a zoo map 📚
  – locating information on a map, using a street map or online map 🗺️ 📚
  – listening for key information, eg numbers or names 📚
  – obtaining specific information from written texts in a variety of ways, eg matching words with pictures, sequencing words and sentences 📚 📚
  – locating and identifying key information in texts, eg timetables, a birthday party invitation and menus, eg 年, 月, 日 📚 📚
  – identifying features of objects and/or people, eg long hair, red apples 📚
  – engaging with a recipe, eg naming the ingredients in a video demonstrating how to make a simple Chinese meal 📚 📚
  – comparing packaging of Chinese goods with those of English-speaking countries 📚

• respond to information in a variety of formats using modelled language, for example: 📚
  – using body language or gestures to respond to information on a familiar topic 📚
  – responding to a story by creating a scrapbook with images and captions, eg to introduce the main characters 📚
  – creating a poster from a survey of friends, eg their likes and dislikes, and labelling it in Chinese 📚
  – gathering information to make a presentation, eg about where their friends went or what they did on the weekend 📚
  – presenting information gathered from multiple sources, eg a class survey, a video clip, an avatar of a Chinese student 📚 📚
  – responding to information in a variety of formats, eg a poster, a news item or a notice 📚 📚
  – representing gathered information by restating key phrases, and supporting presentations with pictures, charts or graphs 📚 📚
  – responding to ideas and opinions in a blog, eg which is the best computer game 📚 📚
Content for students with prior learning, experience and/or background

Students:

• access and select relevant information and ideas from a range of texts, for example: 📖
  – accessing texts and identifying main points and specific details 📖
  – locating and identifying relevant information in texts, eg focusing on familiar and predictable situations and answering questions in English or Chinese 📖
  – accessing and gathering information from a range of sources, eg about schools, pop music, sport in China and Australia 📖
  – organising and interpreting information, eg recording information in a timeline or profile about a famous person or event 📖
  – describing information and ideas gathered from texts, eg describing a character from a Chinese film or pop culture video 📖
  – gathering opinions and points of view on a topic, eg recycling, social networking time or fashion styles 📖

• respond to information on a range of topics, events or experiences in a variety of formats, for example: 📖
  – gathering information about a Chinese special event, eg a festival, and presenting a short report, using photos, illustrations, captions or diagrams 📖
  – collating information from a class survey to give a presentation, eg about where their friends went or what they did on the weekend, describing what they thought of their experiences 📖
  – creating a shopping list of ingredients required to cook a simple Chinese meal from a recipe 📖
  – responding to a story by creating a scrapbook, including a plot summary, profiles of themselves and others, eg their friends and/or family members 📖
  – representing gathered information using posters and supporting presentations with simple statements and pictures 📖
  – presenting a short talk using information gathered from multiple sources 📖
  – presenting findings, eg of a class survey in a table or graph in English or Chinese 📖
  – researching information about a popular tourist destination in China, and creating a brochure 📖
  – sharing ideas and opinions gathered from different sources, eg about an event in Australian history or a social issue such as healthy eating 📖
Communicating

Composing

Outcome

A student:
› composes texts in a range of formats LCHLS-4C

Related Stage 4/5 outcomes: LCH4-4C, LCHS-4C

Content

Students:

- compose texts in a variety of formats, using modelled language, for example: φ
  - creating a menu for a class restaurant using images and Hanzi from a glossary
  - producing a poster, eg of pets, using photos and descriptions
  - writing lyrics to a rap song using familiar words
  - labelling photos of a school excursion in Chinese for classroom display
  - composing a self-introduction speech for meeting new students φ
  - completing speech bubbles in a comic strip φ

- create bilingual texts, for example: φ
  - labelling the school map in Chinese
  - creating cards for peers to learn new vocabulary
  - creating a bilingual picture dictionary of new words
  - creating a poster of classroom items labelled in Chinese and English
  - making an online dictionary of learnt vocabulary for the class φ
  - collecting (online) products used internationally and comparing and contrasting their packaging between English and Chinese
Content for students with prior learning, experience and/or background

Students:

- compose texts in a variety of formats for different contexts and purposes, for example: Chinese
  - writing a recount, eg of a school excursion for the school newsletter
  - creating a menu with some details about each item for a class restaurant
  - writing a diary entry, eg about a day’s experience at school, and selecting phrases about how they felt
  - producing a promotional flyer for a cultural event, eg Moon Festival
  - creating imaginative texts, eg a virtual trip to China

- create bilingual texts for the classroom and the wider community, for example: Chinese
  - creating bilingual posters for the classroom
  - producing a word bank containing vocabulary learnt in class
  - creating a video, eg about favourite people and things, spoken in Chinese with English (or other languages) subtitles
  - writing a simple article and labelling photos, eg for a school newsletter or local newspaper
  - creating a bilingual notice, eg for the school to notify Chinese parents of a fundraising activity
  - writing lyrics in Chinese to a well-known song
Understanding

Systems of Language

Outcomes

A student:
- explores Chinese pronunciation and intonation patterns LCHLS-5U
- engages with letter combinations and/or symbols in Chinese LCHLS-6U
- explores Chinese language patterns and structures LCHLS-7U
- engages with a variety of text structures LCHLS-8U

Related Stage 4/5 outcomes: LCH4-5U, LCH4-6U, LCH4-7U, LCH4-8U, LCH5-5U, LCH5-6U, LCH5-7U, LCH5-8U

Content

Students:
- recognise features of the Chinese sound system, such as rhythm and sound flow, making connections with Pinyin, for example:
  - using nonverbal communication
  - observing the tonal nature of spoken Chinese and using gestures to enhance the meaning
  - recognising differentiation of tones
  - applying tones to diverse sounds in Chinese to express different meanings, and recognising differences between words with different tones, eg 妈 mā and 马 mǎ
  - practising the pronunciation of syllables that are unique to Chinese, eg 女 nǚ, 下 xià
  - working with peers and teachers to identify initial letters (b, p, m, d, t, g, k etc) that are similar to English consonants (f, l, n, v) and identifying the differences between final letters (a, o, e, i, u, ū) and English vowels (a, e, i, o, u)
  - exploring the role of emphasis, stress and rhythm in expressing subtle meanings in interactions
- recognise simple Hanzi, for example:
  - differentiating Hanzi from other forms of written expression, eg the Roman alphabet, visual images (drawing)
  - recognising that each Hanzi has meaning, and exploring the connection between meaning and form, eg pictographs 人 (‘person’), 日 (‘sun’)
  - copying or tracing Hanzi with attention to stroke order and direction
  - identifying syllables that make up Chinese words, eg 小/老/鼠 (xiǎo/lǎo/shǔ), and recognising that words, eg 熊猫 (xióng māo) have two syllables, with each syllable having a meaning
  - identifying familiar components and Hanzi in different fonts and handwriting, including calligraphy and cursive forms of handwriting
  - using understanding of familiar radicals and phonetic sides to estimate the sound and meaning of Hanzi when reading aloud
Life Skills

- recognise elements of Chinese grammar and sentence patterns, for example:
  - replacing words in modelled sentences to express a personal meaning, eg replacing 弟弟 in 我有弟弟 with 妹妹 to say 我有妹妹
  - identifying the subject of a sentence, eg 我爱妈妈 is about ‘I’, and 妈妈爱我 is about ‘Mum’
  - recognising that simple statements in Chinese tend to follow English word order, but that questions do not, eg ‘Do you have a cat?’ versus 你有猫吗？
  - recognising that sometimes the verb ‘to be’ is left out in Chinese sentences, eg 我十三岁 rather than 我是十三岁
  - using special verbs, eg 是, 有
  - using pronouns, eg 我, 你

- recognise the diverse and dynamic nature of Chinese and other languages, for example:
  - exploring the English terms that come originally from Chinese, eg yum cha, spring rolls
  - recognising Chinese words or expressions that are commonly used in English, eg tai chi, feng shui, fair dinkum, long time no see
  - recognising words or expressions in Chinese that originated from other languages, eg 卡拉 OK, 可口可乐, 维他命 (karaoke, Coca Cola, vitamins)
  - exploring a range of dialects in Chinese-speaking communities

- explore how different texts are structured, for example:
  - recognising an invitation because of how it is formatted
  - recognising the structure and logical flow of a self-introduction speech
  - identifying the format of text types, eg greetings card, email, map, menu, timetable
  - recognising the format of picture books and songs
Content for students with prior learning, experience and/or background

Students:

- recognise and use Chinese pronunciation patterns, noticing differences in sounds and tones, for example:
  - listening to and viewing simple conversational exchanges, recognising tone-syllables
  - recognising sounds associated with individual letters and syllables, differentiating, eg *qǐ*, *piě*, *rán* and *qù* from English sounds for such letters and syllables
  - recognising when and why some tones are not expressed in some contexts, eg repetition of syllables in ‘Mama’, neutral tone on second syllable
  - reflecting on the differences between Chinese and English intonation
  - explaining the use of *Pinyin* as a learning tool to reflect the sound of Chinese spoken language

- recognise and use familiar *Hanzi* in texts, for example:
  - recognising that a character might have multiple meanings, eg that 冷 means ‘cold’ in 冷水 and ‘quiet’ in 冷清
  - engaging with a range of basic *Hanzi* and components and exploring their individual meanings, eg 大, 小, 足, 手
  - exploring the concept of ‘word’ in Chinese and knowing that each character is a meaningful unit (morpheme) that is used to make up ‘words’, eg 白菜 (white + vegetable), 好朋友 (good + friend + friend), 男生 (male + student)
  - making connections between key morphemes in familiar words, eg fruit group 水果、苹果、果汁; vehicle group 汽车、火车、车子
  - inferring meaning of unfamiliar words from known morphemes, eg 学生、学校、小学

- recognise and use elements of Chinese grammar and sentence structure, for example:
  - exploring basic sentence structure in Chinese, consisting of subject–verb–object, and learning to analyse sentences in both Chinese and English, eg ‘What’s the subject in the sentence “My mum drives a car”? And in the Chinese sentence 我看书? Do sentences work the same way in Chinese and English?’
  - recognising grammatical features and how their use differs in Chinese and English, eg the lack of articles in Chinese; that adjectives can be used as verbs; limited use of the verb ‘to be’ (是)
  - following patterns of word order and sentence structure and using negation when creating sentences to express own meanings, eg replacing the subject pronoun in 我喜欢绿色 to create the sentence 我妈妈不喜欢绿色。
  - providing further explanations, eg 也
  - using rhyme in Chinese, eg 大头大头，下雨不愁
  - using imperative sentences, eg 请安静！请准时入场
  - expressing opinions, eg 我想
  - expressing feelings, eg 我觉得
• explore diversity within Chinese language use within different communities, for example:
  – investigating the use of Chinese in Australian communities and in countries and regions
    where diverse forms of Chinese are widely used, eg China, Hong Kong, Taiwan, Singapore,
    Malaysia, Vietnam, USA
  – interviewing people in the community who speak Chinese, eg 妈妈的朋友, and finding out
    how the person learnt and used Chinese in their country of origin and in Australia, eg ‘How
    did you learn to speak and write Chinese? Do you speak Chinese every day in Australia?’
  – making personal connections with particular dialects of Chinese, asking peers which dialects
    are spoken in their families, and inviting others to say a few words in their own dialect, eg 我
    爷爷说广东话

• explore and recognise textual conventions of familiar multimodal texts, for example:
  – recognising Chinese texts, eg Chinese film posters and newspapers, and discussing how the
    content is organised, including headings, images, use of script and fonts
  – applying knowledge of text features to locate key information in a range of texts, eg maps,
    menus, emails, narrative and recipes
  – engaging with familiar text types in both Chinese and English and explaining how the content
    and features of the text suit its purpose, eg the menu has pictures of dishes to help the
    customer understand what kind of food it is
Understanding

The Role of Language and Culture

Outcome

A student:
› explores their own and other languages and cultures LCHLS-9U

Related Stage 4/5 outcomes: LCH4-9U, LCH5-9U

Content

Students:
• explore how language changes in formal and informal contexts, for example: ☛☛
  – using appropriate etiquette in everyday social contexts, eg how to address adults, eg 王阿姨
    好 ☛☛
  – using titles to address teachers in Chinese, eg 王老师 instead of Ms Wang ☛☛
  – observing and participating in interactions with a range of participants, and discussing how
different people use language in different ways, eg a range of ways of greeting and
farewelling ☛☛

• explore links between language, culture and behaviours, for example: ☛☛
  – using non-verbal communication, eg gestures and facial expressions, eg showing numbers 1
to 10 with fingers ☛☛
  – practising gestures and body language associated with Chinese language use, eg hand
gesturing for emphasis and encouragement, or recognising taboos, eg pointing directly at
someone ☛☛
  – recognising various ways in which familiar concepts are expressed in different cultures, eg
greetings ☛☛
  – recognising that there are culturally appropriate expressions and behaviours for particular
contexts ☛☛
  – comparing classroom interactions in their own class to those seen in videos of Chinese
classrooms ☛☛
  – observing and exploring how inscribed or painted Chinese characters are displayed or
presented to reflect culture and Chinese customs, eg in Chinatown, Chinese museums,
Chinese restaurants or temples ☛☛

• explore their own and others’ lifestyles, beliefs and cultural practices, for example: ☛☛☛
  – recognising that Chinese is spoken not only in China but also in other areas of the world,
including Australia ☛☛
  – exploring the range of languages spoken in Australia, including Aboriginal, Torres Strait
Islander languages and Aboriginal English, and identifying people in the local community or in
the media who speak a different language, eg ‘My mum’s friend is from China, and she
speaks Chinese.’, ‘the local Elders speak the language of their country.’ ☛☛
  – exploring examples of both traditional and modern entertainment and recreational activities ☛
  – sharing information about themselves and their family background, eg their age, interests,
country of origin and languages spoken ☛☛
  – comparing interests and hobbies of students in China with their own ☛☛
– comparing own family grouping and values with those of others

– comparing Chinese and Australian lifestyles related to festivals and celebrations, including music, traditional clothing, food staples and cooking styles, and discussing own engagement with these

– learning about traditional and contemporary Chinese music, eg Chinese Opera and Chinese arts, eg calligraphy and wash-painting

– learning about traditional Chinese costumes, eg embroidered silk and Chinese minority nationalities’ costumes

– learning about and participating in traditional Chinese games, eg 丢手巾

– learning Chinese dance, eg umbrella dance and fan dance, tai chi and kung fu

– discussing the different languages spoken by Australian families and by peers, including Aboriginal and Torres Strait Islander languages

– discussing communicative practices across cultures and identifying culture-specific practices, eg 拜年 in Chinese culture, noting culture-specific phrases used in either Chinese or English

– examining pictures of different market places and noticing differences between food markets and grocery stores in China and Australia

– participating in a shared meal of Chinese food, eg 饺子, 春卷 and identifying that customs associated with eating vary according to culture
Content for students with prior learning, experience and/or background

Students:

- explore how language changes in formal and informal contexts, for example:
  - identifying the opening of conversations in a range of situations, and finding key words participants use, noticing how language can change depending on the situation
  - comparing conversations between peers/friends with conversations between teachers/authorities, eg 你/您；坐吧！/ 请坐！
  - finding examples of the openings of informal and formal conversations in Chinese films, soap operas and children’s cartoons, and practising using these openings in conversation with teachers and friends

- explore the relationship between language, culture and behaviour, for example:
  - exploring difference and diversity of cultural expression in Australia, including Aboriginal and Torres Strait Islander Peoples, eg celebrations, food, music, art, craft, beliefs, dance and traditional clothing
  - exploring the notion of belonging through shared culture and behaviour
  - exploring the use of language and symbolic images during cultural events, and describing the cultural meaning represented, eg the use of the colour red
  - sharing information about their family background, including country of origin, languages and dialects spoken, and current locations of extended family, eg 我爸爸是从中国来的。他会说普通话和上海话。
  - participating in exchanging good wishes in celebrations, eg 龙年快乐, and comparing cultural practices of celebration around the world
  - discussing the importance to their own identity of speaking Chinese to connect with older relatives, and the wider Chinese-speaking community, eg 我会说中文，我可以用中文给上海的爷爷打电话。

- explore how aspects of identity, including family background, traditions and beliefs, influence us, for example:
  - noticing differences in cultural practices and the protocol for certain events, eg 我去表哥家要先叫人，大姨好，大姨夫好。如果他们要留我吃饭，我要先问妈妈可不可以。如果阿姨叫我多吃一点，我不能吃太多，最好得客气客气。
  - identifying culturally specific terms and phrases, eg ‘mate’ in Australian English and 吃了吗 in Chinese, and sharing insights into why particular cultures value certain colloquial language
  - comparing traditional Chinese games, eg毽子 (shuttlecock), 抓拐 (knuckle-stone) and Chinese chess eg 象棋、围棋 to games of the origin of their culture
  - deciding how best to address and refer to others, eg addressing an older stranger as 姐姐 or 阿姨 in Chinese, and considering how that person would be addressed in English
Assessment

Standards

The NSW Education Standards Authority (NESA) *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of three interrelated elements:

- outcomes and content in syllabuses showing what is to be learned
- Stage statements that summarise student achievement
- samples of work on the NESA website that provide examples of levels of achievement within a Stage.

Syllabus outcomes in Chinese contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

Assessment

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a Stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

*Assessment for Learning, Assessment as Learning and Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning. The NESA K–10 syllabuses particularly promote *Assessment for Learning* as an essential component of good teaching.
Further advice on programming and appropriate assessment practice is provided on the NESA website. This support material provides general advice on assessment as well as strategies to assist teachers in planning education programs.

Assessment for Students with Special Education Needs

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- adjustments to the assessment process, for example scaffolded instructions, additional guidance provided, highlighted key words or phrases, the use of specific technology, extra time in an examination
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with disability. Schools are responsible for any decisions made at school level to offer adjustments to coursework, assessment activities and tasks, including in-school tests. Decisions regarding adjustments should be made in the context of collaborative curriculum planning.
Further examples of adjustments to assessment for students with special education needs and information on assessment of students undertaking Life Skills outcomes and content can be found in support materials for:

- Languages
- Special education
- Life Skills.

**Reporting**

Reporting is the process of providing feedback to students, parents and other teachers about student progress.

Teachers use assessment evidence to extend the process of Assessment for Learning into their Assessment of Learning. In a standards-referenced framework, teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a Year or Stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of student achievement in Chinese provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help plan the next steps in the learning process.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a Stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student’s achievement to a description. Teachers apply the Common Grade Scale (A–E) or equivalent to report student levels of achievement from Stages 1 to 5.

For students with special education needs, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with special education needs to be reported against outcomes or goals identified through the collaborative curriculum planning process. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking Life Skills outcomes and content.
<table>
<thead>
<tr>
<th>Glossary term</th>
<th>Definition</th>
</tr>
</thead>
</table>
| Aboriginal and Torres Strait Islander Peoples | Aboriginal Peoples are the first peoples of Australia and are represented by over 250 language groups, each associated with a particular Country or territory. Torres Strait Islander Peoples are represented by five major island groups, and are associated with island territories to the north of Australia’s Cape York which were annexed by Queensland in 1879. An Aboriginal and/or Torres Strait Islander person is someone who:  
  - is of Aboriginal and/or Torres Strait Islander descent  
  - identifies as an Aboriginal person and/or Torres Strait Islander person, and  
  - is accepted as such by the Aboriginal and/or Torres Strait Islander community(ies) in which they live. |
<p>| accent                            | A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation. |
| activity                          | A game or other teaching strategy that is used to rehearse learned language. Playing a game of bingo, singing a song or writing and acting out a role-play are examples of activities where language is modelled and practised. ‘Classroom activities’ is a generic term used in the syllabus to describe any planned occurrences within a language classroom and includes exercises, activities and learning tasks. |
| adjective                         | A word that modifies or describes a noun or pronoun, for example astonishing in an astonishing discovery. |
| adverb                            | A word class that may modify or qualify a verb, an adjective or another adverb, for example beautifully in She sings beautifully; really in He is really interesting; very and slowly in She walks very slowly. |
| adverbial                         | A word or group of words that functions as an adverb, eg at the speed of light. |
| aesthetic                         | Relates to a sense of beauty or appreciation of artistic expression. |
| audience                          | Intended readers, listeners or viewers. |
| authentic (texts/materials)       | Texts or materials produced for ‘real-life’ purposes and contexts as opposed to being created specifically for learning tasks or language practice. |
| author                            | A composer or originator of a work, eg a novel, film, website, speech, essay, autobiography. |
| bilingualism                      | An ability to use two languages. |</p>
<table>
<thead>
<tr>
<th>Glossary term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>biography</td>
<td>A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.</td>
</tr>
<tr>
<td>character components</td>
<td>Individual elements of a written character which have a separate linguistic identity.</td>
</tr>
<tr>
<td>characters</td>
<td>(i) graphic symbols used in writing in some languages (ii) assumed roles in dramatic performance.</td>
</tr>
<tr>
<td>clause</td>
<td>A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.</td>
</tr>
<tr>
<td>CLIL</td>
<td>Content and Language Integrated Learning. An approach to learning content through an additional language.</td>
</tr>
<tr>
<td>cohesion</td>
<td>That quality in a text determined by its parts being related and contributing to its overall unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (eg study/laze about, ugly/beautiful), repetition (eg work, work, work – that's all we do!) and collocation (eg friend and pal in My friend did me a big favour last week. She's been a real pal.)</td>
</tr>
<tr>
<td>communication</td>
<td>A mutual and reciprocal exchange of meaning.</td>
</tr>
<tr>
<td>communicative competence</td>
<td>An acquired capability to understand and interact in context using the target language (TL). Defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.</td>
</tr>
<tr>
<td>complex sentence</td>
<td>A subordinate clause is also an independent clause. It contains its own subject and predicate (verb) and expresses the complete proposition. The complex sentence is a sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.</td>
</tr>
<tr>
<td>composing</td>
<td>A process of producing written, spoken, graphic, visual or multimodal texts.</td>
</tr>
<tr>
<td></td>
<td>It also includes applying knowledge and control of language forms, features and structures required to complete the task.</td>
</tr>
<tr>
<td>comprehension/</td>
<td>An active process of making/constructing/deciphering meaning of language input through listening, reading, viewing, touching (as in braille) and combinations of these modes. It involves different elements: decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, text-processing strategies and capabilities, for example inferencing or applying knowledge of text types and social and cultural resources.</td>
</tr>
<tr>
<td>comprehending</td>
<td></td>
</tr>
<tr>
<td>conjunction</td>
<td>A part of speech that signals relationships between people, things, events, ideas, eg Sophie and her mother might come, or they might stay at home. The conjunction and links the two participants, while or links alternative.</td>
</tr>
</tbody>
</table>

Chinese K–10 Syllabus 131
<table>
<thead>
<tr>
<th>Glossary term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>context</td>
<td>An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.</td>
</tr>
<tr>
<td>convention</td>
<td>An accepted language or communicative practice that has developed and become established over time, eg the use of punctuation or directionality.</td>
</tr>
<tr>
<td>Country</td>
<td>Country is a space mapped out by physical or intangible boundaries that individuals or groups of Aboriginal Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.</td>
</tr>
<tr>
<td>create/compose</td>
<td>Develop and/or produce spoken, written or multimodal texts in print, visual, oral or digital forms.</td>
</tr>
<tr>
<td>cues</td>
<td>Sources of information used to facilitate comprehension of language that may be visual, grammatical, gestural or contextual.</td>
</tr>
</tbody>
</table>
| culture       | In earlier models of language teaching and learning, culture was represented as a combination of literary and historical resources, and visible, functional aspects of a community group’s way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture.  

Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which people:

- see, think, interpret the world and experience  
- make assumptions about self and others  
- understand and represent individual and community identity.  

Culture involves understandings about ‘norms’ and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding. |
<p>| decode        | A process of working out the meaning of a text. Decoding strategies involve readers/listeners/viewers drawing on contextual, lexical, alphabetic, grammatical and phonic knowledge to decipher meaning. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error and to self-correct. |
| dialect       | A variant of a language that is characteristic of a region or social group. |
| diaspora      | A scattered population with a common origin in a smaller geographical area. |</p>
<table>
<thead>
<tr>
<th>Glossary term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>digital media</td>
<td>Various platforms via which people communicate electronically.</td>
</tr>
<tr>
<td>digital texts</td>
<td>Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.</td>
</tr>
<tr>
<td>directionality</td>
<td>A direction in which writing/script occurs, eg from left to right, right to left.</td>
</tr>
<tr>
<td>encode</td>
<td>A process of changing spoken language into symbols of written/digital language.</td>
</tr>
<tr>
<td>exercise</td>
<td>A teaching strategy that is used to practise learned language. Matching exercises, sentence completions, true/false statements, grammatical manipulations are examples of exercises.</td>
</tr>
<tr>
<td>form-focused learning activities</td>
<td>Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features, eg drills, rehearsed role-plays/dialogues, games and songs, set sequences of language patterns.</td>
</tr>
<tr>
<td>formulaic language</td>
<td>Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, eg <em>Once upon a time</em> (story-starter); <em>G’day, how are you going?</em> (greeting in Australian English).</td>
</tr>
<tr>
<td>genre</td>
<td>A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates. The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.</td>
</tr>
<tr>
<td>gist</td>
<td>The general meaning or most important piece of information in a text.</td>
</tr>
<tr>
<td>identity</td>
<td>A person’s conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Non-background language learners’ experiences with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.</td>
</tr>
<tr>
<td>idiomatic expressions</td>
<td>A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit, eg <em>I am over the moon; on thin ice; a fish out of water; fed up to the back teeth.</em></td>
</tr>
<tr>
<td>Glossary term</td>
<td>Definition</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Indigenous cultural and intellectual property</td>
<td>Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous people as a whole or their territory.</td>
</tr>
<tr>
<td>Indigenous Peoples</td>
<td>This term is used when referring collectively to the first peoples of a land in international communities. The term Indigenous Australians is used when speaking about both Aboriginal and Torres Strait Islander Peoples within Australia.</td>
</tr>
<tr>
<td>intercultural capability</td>
<td>An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to de-centre, to look objectively at one’s own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.</td>
</tr>
<tr>
<td>intercultural language teaching and learning</td>
<td>An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language-culture systems. It includes the reflexive and reciprocal dimension of attention to learners’ own language(s) and cultural frame(s).</td>
</tr>
</tbody>
</table>
| interpret                                         | In the context of second or additional language learning, interpret refers to two distinct processes:  
  - the act of translation from one language to another  
  - the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others. |
<p>| intonation                                        | A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation, eg to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations. |</p>
<table>
<thead>
<tr>
<th>Glossary term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>language</strong></td>
<td>A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.</td>
</tr>
<tr>
<td></td>
<td>Language is described and employed:</td>
</tr>
<tr>
<td></td>
<td>• <strong>as code</strong> – comprising systems, rules, a fixed body of knowledge; for example grammar and vocabulary, sound and writing systems</td>
</tr>
<tr>
<td></td>
<td>• <strong>as social practice</strong> – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable and changing ways</td>
</tr>
<tr>
<td></td>
<td>• <strong>as cultural and intercultural practice</strong> – means by which communities construct and express their experience, values, beliefs and aspirations</td>
</tr>
<tr>
<td></td>
<td>• <strong>as cognitive process</strong> – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured.</td>
</tr>
<tr>
<td><strong>language features</strong></td>
<td>Features of language that support meaning, eg sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.</td>
</tr>
<tr>
<td><strong>language patterns</strong></td>
<td>Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.</td>
</tr>
<tr>
<td><strong>language systems</strong></td>
<td>Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.</td>
</tr>
<tr>
<td><strong>learning task</strong></td>
<td>Learning tasks are relevant and significant learning experiences that involve purposeful language use. Unlike form-focused language activities and exercises, the learning task involves the achievement of a devised or actual goal or purpose. Learning tasks provide opportunities to draw on existing language resources and to experiment with new forms.</td>
</tr>
<tr>
<td></td>
<td>The learning task may be authentic, eg to conduct a Chinese-speaking person around a school or to participate in an experiment; or simulated, eg to compose an email to a Chinese-speaking friend or read a friend’s blog.</td>
</tr>
<tr>
<td></td>
<td>Learning tasks provide the organising structure and context for meaning-focused language learning.</td>
</tr>
<tr>
<td><strong>macro skills</strong></td>
<td>Four major language skills of listening, speaking, reading and writing.</td>
</tr>
<tr>
<td>Glossary term</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>manipulate</td>
<td>To change or alter the vocabulary or syntax of a sentence.</td>
</tr>
<tr>
<td>media texts</td>
<td>Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.</td>
</tr>
<tr>
<td>metalanguage</td>
<td>A vocabulary used to discuss language conventions and use (for example language used to talk about grammatical terms such as sentence, clause, conjunction; or about the social and cultural nature of language, such as face, reciprocating, register).</td>
</tr>
<tr>
<td>metaphor</td>
<td>A resemblance between one thing and another is declared by suggesting that one thing is another, eg <em>My fingers are ice</em>. Metaphors are common in spoken and written language and visual metaphors are common in still images and moving images.</td>
</tr>
<tr>
<td>modal verb</td>
<td>A verb attached to another verb to express a degree of probability, eg <em>I might come home</em>; or a degree of obligation, eg <em>You must give it to me, You are to leave now</em>.</td>
</tr>
<tr>
<td>mode</td>
<td>Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning-making) resources associated with these communicative processes, such as sound, print, image and gesture.</td>
</tr>
<tr>
<td>monolingual</td>
<td>Using only one language.</td>
</tr>
<tr>
<td>morpheme</td>
<td>The smallest meaningful unit in the grammar of a language. Morphemes are not necessarily the same as either words or syllables. The word <em>cat</em> has one morpheme while the word <em>cats</em> has two morphemes: <em>cat</em> for the animal and <em>s</em> to indicate that there is more than one. Similarly, <em>like</em> has one morpheme while <em>dislike</em> has two: <em>like</em> to describe appreciation and <em>dis</em> to indicate the opposite. The process of identifying morphemes assists comprehension, vocabulary building and spelling.</td>
</tr>
<tr>
<td>multimodal text</td>
<td>A text which involves two or more communication modes, for example the combining of print, image and spoken text in film or computer presentations.</td>
</tr>
<tr>
<td>narrative</td>
<td>A story of events or experiences, real or imagined.</td>
</tr>
<tr>
<td>noun</td>
<td>A part of speech that includes all words denoting physical objects such as <em>man, woman, boy, girl, car, window</em>. These are concrete nouns. Abstract nouns express intangibles, such as <em>democracy, courage, success, idea</em>.</td>
</tr>
<tr>
<td>off-Country</td>
<td>Taking place away from Aboriginal land or Country of origin.</td>
</tr>
<tr>
<td>on-Country</td>
<td>Taking place on Aboriginal land or Country of origin.</td>
</tr>
<tr>
<td>oracy</td>
<td>An ability to express oneself in and to understand spoken language; it includes oral and aural proficiency.</td>
</tr>
<tr>
<td>Glossary term</td>
<td>Definition</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>orthography</td>
<td>Writing words correctly according to common usage.</td>
</tr>
<tr>
<td>performance</td>
<td>A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.</td>
</tr>
<tr>
<td>phonological awareness</td>
<td>Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.</td>
</tr>
<tr>
<td>pictogram</td>
<td>A graphic depiction of the meaning represented in a Hanzi.</td>
</tr>
<tr>
<td>Pinyin</td>
<td>A romanisation system for writing the modern standard version of Chinese. It is used as a tool to help learn Chinese pronunciation.</td>
</tr>
<tr>
<td>Place</td>
<td>A space mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander Peoples occupy and regard as their own. Places are spaces that have varying degrees of spirituality.</td>
</tr>
<tr>
<td>plurilingual</td>
<td>An ability to use several languages.</td>
</tr>
<tr>
<td>prefix</td>
<td>A meaningful element (morpheme) added before the main part of a word to change its meaning, eg un in unhappy.</td>
</tr>
<tr>
<td>preposition</td>
<td>A part of speech that precedes a noun, noun phrase or pronoun, thereby describing relationships in a sentence in respect to:</td>
</tr>
<tr>
<td></td>
<td>◦ space/direction (for example below, in, on, to, under – eg She sat on the table)</td>
</tr>
<tr>
<td></td>
<td>◦ time (for example after, before, since – eg I will go to the beach after lunch)</td>
</tr>
<tr>
<td></td>
<td>◦ those that do not relate to space or time (for example of, besides, except, despite – eg He ate all the beans except the purple ones.)</td>
</tr>
<tr>
<td></td>
<td>Prepositions usually combine with a noun group or phrase to form a prepositional phrase, eg in the office, besides these two articles.</td>
</tr>
<tr>
<td>productive language</td>
<td>One of two aspects of communication through language (see receptive language) involving the ability to express, articulate and produce utterances or texts in the target language.</td>
</tr>
<tr>
<td>pronoun</td>
<td>A part of speech that refers to nouns, or substituting for them, within and across sentences, eg Ahmad chose a chocolate cake. He ate it that evening (where he and it are personal pronouns; and that is a demonstrative pronoun).</td>
</tr>
<tr>
<td>pronunciation</td>
<td>A manner in which a syllable is uttered.</td>
</tr>
<tr>
<td>prosody</td>
<td>Patterns of rhythm, tempo, stress, pitch and intonation used in language, eg in poetry or public speaking.</td>
</tr>
<tr>
<td>Glossary term</td>
<td>Definition</td>
</tr>
<tr>
<td>---------------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| question      | A commonly employed prompt to find out information. A key element of scaffolding to support learners’ use of language and to encourage further contributions. Different types of questions provide different prompts:  
- **closed questions** are questions for which there are predictable answers, eg *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinised interactions. They are frequently used to scaffold early language development.  
- **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners, eg *How do you feel about that? What do you think might happen next?* They are used as stimulus for discussion, reflection and investigation.  
Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development. |
<p>| receptive language | One of the two components of communication through language (see productive language): the ‘receiving’ aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes. |
| register | A variety of language used for a particular purpose or in a particular situation, the variation being defined by <em>use</em> as well as <em>user</em>, for example informal register or academic register. |
| scaffolding | Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners’ current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting. |
| script | A writing system in which characters or symbols represent components of language (letters, syllables, words). |
| speak | Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world. |
| stereotype | A widely held but fixed and oversimplified image or idea of a particular type of person or thing. |</p>
<table>
<thead>
<tr>
<th>Glossary term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>stress</td>
<td>An emphasis in pronunciation that is placed on a particular syllable of a word, e.g. <em>She will conduct the orchestra; her conduct is exemplary.</em></td>
</tr>
<tr>
<td>suffix</td>
<td>A meaningful element added after the root of a word to change its meaning (e.g. to show its tense: <em>-ed</em> in <em>passed</em>). Common suffixes in English include <em>-ing, -ed, -ness, -less, -able</em>.</td>
</tr>
<tr>
<td>sustained interaction</td>
<td>An exchange of information, ideas and/or opinions consisting of a series of questions, responses or comments.</td>
</tr>
<tr>
<td>talk</td>
<td>Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world.</td>
</tr>
<tr>
<td>text structure</td>
<td>Ways in which information is organised in different types of texts (e.g. chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.</td>
</tr>
<tr>
<td>text types (genres)</td>
<td>Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ, e.g. texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts, e.g. a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be differently expressed in Chinese to German.</td>
</tr>
<tr>
<td>texts</td>
<td>Communications of meaning produced in any media that incorporates Chinese. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts include written, spoken, visual, digital and multimodal communications of meaning (see multimodal texts).</td>
</tr>
<tr>
<td>textual features/conventions</td>
<td>Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (see language features).</td>
</tr>
<tr>
<td>tone</td>
<td>A use of pitch and contour in spoken language to nuance words and, in some languages, to distinguish lexical or grammatical meaning. In Chinese, for example the tones are distinguished by their pitch range (register), duration and contour (shape). All Chinese syllables have a set tone, which distinguishes it and its meaning from another syllable. However, in certain environments tones can change or be modified, while in rapid spoken Chinese a great many unstressed syllables carry no tone at all.</td>
</tr>
<tr>
<td>Glossary term</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>translation</td>
<td>A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.</td>
</tr>
<tr>
<td>verb</td>
<td>A part of speech which expresses existence, action, state or occurrence, eg <em>they watch football</em>; <em>she is exhausted</em>; <em>the day finally came</em>.</td>
</tr>
<tr>
<td>auxilliary verb</td>
<td>- a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition, eg <em>they will go</em>, <em>I did eat lunch</em>, <em>she might fail the exam</em>.</td>
</tr>
<tr>
<td>word borrowing</td>
<td>A practice of incorporating words from one language into another, eg the use of Chinese words such as <em>yum cha</em>, <em>tai chi</em> in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.</td>
</tr>
</tbody>
</table>