The Australian
Curriculum

Subjects	Chinese
Year levels	Year 9

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Years 9 and 10 Content Descriptions

Communicating

Socialising

Exchange and elaborate on suggestions and opinions in spoken interactions related to planning and negotiating activities and events, adjusting spoken language for familiar and unfamiliar participants, purposes and contexts

[Key concepts: celebrity, leisure and recreation, built and natural environment; Key processes: planning, negotiating, deciding]

(ACLCHC065 - Scootle ↗)

Elaborations

participating in discussions and expressing personal opinions on issues relevant to contemporary youth (such as 教育，环境，科技，文化), displaying levels of politeness or assertiveness as appropriate to context, for example, 我希望 versus 我要; 你最好 / 你应该 versus 你一定要

inviting others to voice opinions and eliciting alternative positions by asking questions such as 你怎么看？你觉得呢？你同意吗？, and responding to verbal and non-verbal cues (including silence) from participants

acknowledging others' ideas, views and opinions when expressing agreement or disagreement (for example, 好的、我同意), and challenging others' opinions using rhetorical questions or concessionary or emphatic phrases, for example, 你说的有道理，可是…；你怎么可以说…？；你说的不对

commenting on transaction experiences and acknowledging the work of others, for example, 谢谢你的帮助，但是如果你…就更好了

planning group events such as an excursion to Chinatown and persuading others to get involved and contribute in different ways, for example, 我们去中国城可以吃到中国的小吃，你不是很喜欢吃早茶的吗？你来决定我们去哪个饭店吧

Sustain and extend written exchanges about places, future plans, and contemporary social issues and activities

[Key concepts: relationships, values, beliefs, attitudes, future, work; Key processes: analysing, evaluating]

(ACLCHC066 - Scootle ↗)

Elaborations

introducing a topic or issue for discussion with others (for example, the importance of China to Australia's economy, the growth of Chinese tourism in Australia, or ways to promote a better

understanding of China in Australian schools), and leading the discussion in a manner likely to elicit ideas related to possible scenarios or outcomes

referring to information stated, or requesting or providing further details in order to clarify or confirm the ideas or views of others, for example, 你说澳洲人对中国的印象是…

discussing issues, suggesting alternative solutions and making decisions using levels of formality and respect appropriate to audience and purpose, for example, 我觉得这样做更适合；…可以吗？

following online media conventions and experimenting with terms such as 楼主 to refer to participants of the shared digital space

Informing

Analyse, compare and present perspectives on topics of interest, identifying the different ways emotions, intentions and ideas are expressed
[Key concepts: celebrity, leisure and recreation, place, education, youth, space; Key processes: comparing, contrasting, negotiating, deciding, persuading]
(ACLCHC067 - Scootle ⤢)

Elaborations

discussing differences in the way events are reported in different media sources, such as local and national Chinese TV news programs

collating and analysing data on life in Chinese communities (such as positive and negative experiences of adjustment to life in Australia, impressions of Australian education system, and perspectives on the Australian national character) by interviewing Chinese speakers and utilising a range of graphic organisers to collate and compare ideas from diverse sources and perspectives

presenting or supporting a personal position or view by reconstructing information from diverse sources, summarising key points, and using quotes or supporting information, acknowledging diverse perspectives and sources of information and the views of others by using reported speech, and using forms of presentation appropriate to the subject matter, for example, using charts or images to support text

gathering information on an issue from different sources and reporting on it to others, using tools such as tables, graphic organisers and charts, and discussing whether the information is similar or different in different sources and why

extracting details and main ideas from texts, making judgments about their relevance and discussing contrasting points of view, for example, selecting the main events from an article, identifying core data from interviews, identifying gist and main point/s of a spoken interaction, or analysing different interpretations of meaning in a conversation

comparing different perspectives on the same event or on a topical issue such as intergenerational

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relationships, the environment, or food choices

making presentations on aspects of cultural practices and lifestyles in Chinese communities, providing a balanced perspective and avoiding stereotyping, for example, 很多中国人…；据报道，百分之三十的人口…

creating and displaying posters to raise peers' awareness and help promote the messages of charity organisations conducting work in China

sharing own interest in people, places and events in the Chinese world by reading about places and historical figures (such as 秦始皇, 毛泽东) and writing articles for the school newsletter to inform others, recommending further reading and websites (Chinese and English)

Collate and present different perspectives on a range of issues from different sources

[Key concepts: ideograph, issues, career, future; Key processes: extracting, collating, identifying]
(ACLCHC068 - Scootle ↗)

Elaborations

exploring websites designed for non-Chinese audiences, identifying relevant information on research topics such as 中式饮食，娱乐活动, and comparing sources, differentiating between fact and opinion, and identifying information which is not credible or which is too value-laden

reading and sharing key information from diverse authors, making connections between the author's opinion and attitudes towards particular topics (such as 中国的独生子女) and their background and experiences

sharing ideas on sources of information and explaining ways to utilise these sources, with examples or data to support their opinions

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, for example, educational opportunities, outdoor and sporting activities across the seasons, or a typical weekend for an Aussie teenager

Creating

Engage with a range of performance-based imaginative texts, and respond by discussing attitudes portrayed, expressing opinions, explaining themes, discussing characters, and considering language use and cultural meanings, and apply this knowledge to create imaginative texts
[Key concepts: imagination, creativity, emotion, love, hate; Key processes: expressing, responding]
(ACLCHC069 - Scootle ↗)

Elaborations

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viewing episodes of popular TV programs, such as sitcoms from mainland China, Taiwan and other regions, sharing opinions on characters and plot (for example, 我不懂他们为什么吵架。他真的很烦人，我特别不喜欢他), and relating the situations and contexts in the TV program to similar events in their own life, for example, 如果我是她…; 我觉得他最好…

listening to popular Chinese songs, comparing themes and content to those of songs popular in Australia, and discussing how popular culture reflects social issues, for example, 家庭的关系 (family relationships)

creating own dramatic performances to entertain others, with a focus on accuracy of tone and rhythm appropriate to choices in language and gestures

creating plays with plots that reflect personal opinions on topics of interest (for example, 旅行，未来), using props to support storytelling, and experimenting with language, image and sound to convey complex ideas and enhance audience appreciation

presenting own version of a familiar story or event, for example, collaborating to create a voiceover for a segment from a familiar TV show or commentating a youth sporting event

reading narratives (for example, personal histories and extracts from teenage fiction) and writing a journal to share personal reflections on the ways of life and experiences portrayed and expressed, providing reasons for their opinions, for example, 这个故事非常…比如说…你一定要看这本书！

Create written imaginative texts that express aspects of Chinese culture for different audiences and identify how some concepts can be readily translated between Chinese and English and some do not [Key concepts: values, tradition; Key processes: creating, expressing, reading, writing] (ACLCHC070 - Scootle ↗)

Elaborations

creating first person narratives in which they describe experiences and emotions in imagined scenarios and places, for example, 假如我是巨星

producing cartoon scripts to express traditional Chinese values, for example, 孔融让梨

Translating

Translate a range of Chinese texts and identify how some concepts can be readily translated between Chinese and English and some do not
[Key concepts: semantics, syntax: Key processes: translating, interpreting]
(ACLCHC071 - Scootle ↗)

Elaborations

identifying core values implicit in interactions in Chinese and explaining these to English speakers, for

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example, describing the language of celebration, including the origins, significance and meanings of commonly used expressions such as 福如东海、年年有余

describing interactions, showing consideration of 面子, and discussing the differences in the significance of 面子 when the interaction occurs interculturally

interpreting key ideas conveyed in Chinese texts, discussing how to maintain the sentiment and intention of authors when retelling or summarising these in English, and understanding why this is important in translation

reading everyday Chinese texts encountered in shop brochures, product packaging and advertising; identifying challenges involved in conveying meaning in English; and explaining word choices and textual features employed to enhance meaning

Create bilingual texts, identifying similarities between Chinese and English syntax and vocabulary, and explaining how these similarities can be used when transferring culture- or context-specific ideas from Chinese into English

[Key concepts: similarities, cultural positioning, sensitivity; Key processes: translating, captioning]

(ACLCHC072 - Scootle ↗)

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Elaborations

producing bilingual displays about Chinese language, culture or contemporary society to share learning and knowledge with the whole school community, for example, a poster display on Chinese characters, on earthquake-prone areas such as Sichuan, on youth cultures in China, or on the Chinese community in Australia

creating own texts in Chinese and exploring how word choices impact on the subtlety or accuracy of intended meaning

considering ways of exemplifying ideas to ensure effective mediation of ideas or information as opposed to word for word translation, for example, 谢谢您！— 不谢！('Thank you!' — 'You're welcome!')

using alternative ways of expressing meanings when communicating complex ideas, for example, 一个孩子 for 独生子女

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

Reflecting

Compare the experiences of young Australians with those of young people in Chinese-speaking communities, reflecting on how these diverse experiences affect individuals' identity, attitudes and beliefs

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[Key concepts: behaviour, youth, lifestyle, social distance; Key processes: comparing, contrasting, reflecting]

(ACLCHC073 - Scootle ↗)

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Elaborations

constructing texts and participating in interactions with young Chinese which involve sharing aspects of their own identities as young Australians, for example, 中国的年轻人喜欢什么运动？澳洲人喜欢游泳、打板球和打橄榄球

comparing own experiences and opinions with those of Chinese youth encountered in diverse texts and contexts, for example, exploring how young people feel about school: What is universal? What is culturally specific? What is environmental? Why do we do things a particular way? 大部分澳大利亚的学生功课压力没有那么重；很多中国学生在食堂吃饭

viewing texts related to the experiences of young Chinese speakers (for example, 偶像剧), and discussing aspects of their life, world or values conveyed, asking, for example: What assumptions or generalisations are made? How does this impact on our perception of Chinese youth? Does this reflect the reality of Chinese youth?

exploring diversity within Chinese identity and becoming more aware of this when interacting with Chinese speakers, for example, understanding that calling Chinese speakers 中国人 does not reflect the diversity of Chinese speakers' identities

engaging in interaction with Chinese speakers and reflecting on how their own language choices are perceived by Chinese speakers, for example: Is my communication culturally appropriate? Should I adjust language and gesture to help convey meaning more appropriately and effectively?

Understanding

Systems of language

Explain differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions (ACLCHU074 - Scootle ↗)

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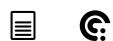
Elaborations

exploring changes in neutral tone and identifying patterns to aid their own pronunciation and flow of expression, for example, the use of neutral tone for the second syllable when it repeats or does not contribute to the meaning of the first syllable (妈妈、孩子)

experimenting with tone changes and reflecting on the impact on fluency when speaking, for example: Can I speak more quickly? Do my words sound less forced and more natural?

exploring the role of emphasis, stress and rhythm in expressing subtle meanings in interactions

Relate prior knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters (ACLCHU075 - Scootle ↗)

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Elaborations

identifying familiar components and characters in different fonts and handwriting, including calligraphy and cursive forms of handwriting

describing orthographic features of new characters encountered, including the structure, sequence and relationship of components, and explaining connections evident between form, sound and meaning

recognising that characters may have multiple sounds (i.e. 多音字) and multiple meanings

identifying the meanings of abbreviations, and analysing examples of abbreviations alongside their original forms to identify the ways in which abbreviations are formed in Chinese

examining and explaining the relationships between characters and word meanings when encountering new vocabulary

recognising commonly seen prefixes and suffixes (including 老，子，儿) and identifying the functions of the words

Analyse and examine how effective authors control sentence structure and use language to engage their audience (ACLCHU076 - Scootle ↗)

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Elaborations

comparing the use of words that rely on interpretation of context to convey the intended meaning (such as 让、给), for example, listening to and reading several extracts from texts which use the same word in a different way

expressing conditions (for example, 如果…就); expressing cause and effect (for example, 为了…); and expressing the condition, quality or result of an action, for example, 坐得下、 说得对、 做完、买到

justifying opinions and building logical arguments by expressing additional information and providing reasons (for example, using 不但…而且…；除了…以外；另外), and introducing contrasting views to others using elements such as cohesive devices, for example, 不是…而是…；不过；虽然…但是…

exploring the ways in which language can be manipulated to make ideas more objective, for

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example, removal of personal pronouns and opinions

examining the use of noun phrases in Chinese and experimenting with omitting nouns (zero subjects) in their own communication

experimenting with the use of 成语 and famous sayings to substantiate ideas in Chinese

experimenting with 的 as a subject modifier to express ideas that would contain relative clauses in English, for example, 我昨天买的书不太贵

Compare the purposes, text structures and language features of traditional and contemporary texts (ACLCHU077 - Scootle ☑)

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Elaborations

exploring the use of repetition to add emphasis and strengthen ideas, for example, 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, such as 昨天街上人很多。昨天街上人山人海

analysing features of text structure (for example, layout, expression and tone) and rhetorical devices (for example, metaphor and exaggeration) used to convey a persuasive argument or position

Language variation and change

Explain the dynamic nature of the Chinese language and how changes over time are influenced by local and global contexts and cultures (ACLCHU078 - Scootle ☑)

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Elaborations

recognising traditional characters encountered in the local Chinese community and making note of the simplified character version

exploring examples of types of simplifications and ways of associating traditional characters with known simplified forms, for example, whole simplifications (为-為), part substitutions (汉-漢) and half simplifications (说-說)

exploring the role of code-switching by Chinese speakers, including the use of acronyms and English words, and how Chinese authorities are trying to limit the use of these terms in the media

Explain how language defines people's roles as outsiders or insiders in groups and cultures (ACLCHU079 - Scootle ☑)

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Elaborations

experimenting with internet language to communicate with peers in a class blog and recognising the value of technology in exploring and constructing own texts

considering how they can be more inclusive in their own language use, for example: What questions can I ask to understand others better? What words are best to be avoided? How can I express my opinion without causing offence?

examining the use of inclusive language and how ideas are framed, for example, the impact of positive versus negative framing on how meaning is interpreted across languages and cultures, such as 足下留情，小草常青 versus 'Keep off the grass'

exploring the contexts and implications of terms used to identify others, for example, 老外、华侨、华裔、大陆人、华人、中国人、少数民族

The role of language and culture

Analyse the ways in which language choices reflect cultural practices and values and how language is used to express familiarity and distance between participants in interactions (ACLCHU080 - Scootle [↗])

Elaborations

exploring how known languages influence their own communicative preferences, such as reflecting the values of one culture when communicating in another, for example, differences in the use and frequency of 'thank you' and 谢谢

making connections between their first language and how it influences communication in additional languages, for example: Why do Chinese speak English in certain ways? What features of my first language influence how I speak Chinese? How does this affect mediation of ideas between languages?

interacting with people of different ages and positions, varying language and level of formality according to relative status, for example, using appropriate ways to accept or decline requests, compliments or suggestions (你能不能帮我一点忙？---- 对不起，我没有空; 您找谁？- 你爸爸在家吗？)

examining how concepts such as humour and humility are conveyed in Chinese, and discussing how these may be perceived by non-native Chinese speakers

reflecting on taboos in language use and how these can impact on communication across cultures, for example: 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?

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defining familiarity and distance as they relate to language use

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Years 9 and 10 Content Descriptions

Communicating

Socialising

Interact and socialise with known and unknown participants in familiar contexts to plan and arrange events, and exchange feelings, opinions and preferences
[Key concepts: leisure, neighbourhood, education, time, space; Key processes: planning, arranging, negotiating]
(ACLCHC097 - Scootle ⧉)

Elaborations

> introducing self, peers, friends and familiar adults in conversation (for example, 这位是王校长; 这是小王; 这是王一飞) and responding to such introductions, for example, 你好，小王，我是…
>
> stating opinions on school and family life, familiar people, experiences and significant personal events (for example, 我最喜欢圣诞节), and indicating preferences with reasons, for example, 我想去看…电影，因为听说这个电影很好看
>
> discussing topics of interest, such as music, TV programs or sports; and asking questions to seek information and opinions, request repetition, clarify meaning (for example, 你说你的生日是明天，是吗？) and enhance mutual understanding, for example, 我不太喜欢听流行音乐，我更喜欢摇滚乐,因为摇滚乐很有力
>
> expressing apology, appreciation or gratitude in diverse ways, and comparing practices across contexts, for example, considering which term to use in various situations and depending on the relationship between participants (谢谢;辛苦你了; 麻烦你了; 真对不起; 非常感谢)
>
> initiating activities among peers, such as 汉语角 to promote Chinese learning in school, and arranging a time and location for this activity, for example, 我们可以星期二练习说汉语。我们可以在教室，或者在电脑室

Correspond with peers and teacher, exchanging ideas, negotiating decisions and inviting others to participate in collective action
[Key concepts: travel, environments, community; Key processes: corresponding, exchanging, deciding]
(ACLCHC098 - Scootle ⧉)

Elaborations

> corresponding with others via social networking sites, exchanging personal information and requesting information, for example, 你是哪国人？你喜欢学习汉语吗？

sharing information about life in diverse environments, expressing ideas with elaborated details to enhance meaning and engage readers, for example, 今天太冷了，只有零下五度，还下雪，只能在家呆着

sharing opinions about school or family life, including 我的学校，我的老师，我的好朋友，我的一家人，and linking ideas to explain and support a particular position or view, for example, 我的姐姐不但喜欢音乐，而且也很喜欢体育, 我除了踢足球以外，还打板球。我觉得运动很有意思

reading promotional material on topics such as healthy eating, and creating similar texts in Chinese to convey the meaning to Chinese readers, for example, 每天吃五份蔬菜，两份水果

identifying unacceptable behaviours at school and devising a set of posters or signs in Chinese to remind people of school expectations, for example, 爱护花草，请安静， 可回收物/不可回收物，关闭手机

Informing

Locate and compare perspectives on people, places and lifestyles in different communities, from a range of spoken information texts, and convey this information to others
[Key concepts: representation, time, leisure; Key processes: processing, informing, stating]
(ACLCHC099 - Scootle ↗)

Elaborations

documenting specific details of events, customs and lifestyles obtained from diverse sources (for example, video clips and face-to-face interviews), and summarising the information in order to form a balanced view to share with others

listening to and viewing texts (for example, celebrity interviews, news reports and documentaries on tourist hot spots) and obtaining gist by focusing on familiar, anticipated items in a flow of words, such as names of people and places, time and date, attitude and opinions

using dictionaries and other support materials to identify key words, for example, identifying the likely meaning of 七夕 when they hear 农历七月七日是七夕

interviewing teachers or other familiar adults about their experiences (for example, 他小时候每天都骑自行车) and presenting this information to the class, quoting the source of information, for example, 有人说；她告诉我

producing multimodal presentations to deliver information about aspects of leisure activities, education or community life (for example, 澳大利亚的运动), and expressing opinions and perspectives, using data and examples to support ideas, for example, 我觉得这个电影很没意思,因为…而且… 所以…

presenting information to others with awareness of audience and context, for example, making appropriate language choices when presenting to adults as compared with presenting to peers

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Locate and organise information on topics of interest from a range of written sources to develop a position, and convey this position to a familiar audience in a range of texts
[Key concepts: representation, time, leisure, community; Key processes: selecting, organising]
(ACLCHC100 - Scootle ↗)

Elaborations

reading tourist brochures and websites detailing lifestyles in diverse locations in the Sinophone world, identifying features of local lifestyles that reflect modernity or tradition, and evaluating the information for relevance, appropriateness and significance

developing an information kit, supported by visuals, about their local city or region to provide to Chinese visitors via a local tourism website, including details on history, climate, environment, and cultural activities

composing short texts to report on topics of interest (for example, 中国的茶-澳洲咖啡), providing a range of alternative views on the subject, for example, 有人说…也有人说…他们都不知道…所以…

Creating

Respond to imaginative texts by stating how themes such as relationships, image and acceptance are portrayed, and create own performances to express ideas on personal experiences of these themes
[Key concepts: experience, emotion, beauty, character; Key processes: viewing, listening, responding, creating]
(ACLCHC101 - Scootle ↗)

Elaborations

sharing opinions on language used in contemporary media for young people, including music videos and TV series, for example, 我很喜欢学这首歌，它的歌词很美

explaining meaning of scripts and lyrics, and recognising how feelings/emotions are expressed in 'subtle' ways through the use of stylistic devices or symbolism, for example, 月亮代表我的心

comparing how the theme of love is represented across different imaginative texts in both Chinese and English, and discussing personal responses, for example, 我觉得这个故事很像…。我不喜欢…因为他…,如果他像…一样，那么…

identifying how media convey a sense of 'right' and purpose in the lives of young people and expressing own opinion (for example, 我觉得他是好人，因为他帮助老人) and reactions to the situations and contexts represented, for example, 如果我是她; 我觉得他最好…

portraying a scene from a familiar narrative (for example, creating a skit or short play recounting an event from a well-known novel) and considering how the main characters represent their experiences

and express their emotions through their interactions

creating a Chinese voiceover for a scene from an English language sitcom, experimenting with ways in which language, image, behaviour and humour are used to enhance meaning and entertainment

collaborating to create short performances, for example, a skit about celebrating Spring Festival, a simple lyric for a song about school life, or a rap about being a student of Chinese

collaborating to develop an imaginative promotional video to post on a website to sell an innovative product or service, such as a Chinese-speaking toy panda or a peer tutoring service

Respond to and create or adapt simple narratives that describe experiences and characters from folk tales or popular fiction
[Key concepts: experience, adventure, journeys, fantasy, description; Key processes: responding, describing, adapting]
(ACLCHC102 - Scootle ⬏)

Elaborations

composing a creative account of an imagined experience with Chinese visitors to the local community, for example, hosting a Chinese student or taking a tour group to a local sporting event

creating narratives that hold the attention of readers (for example, beginning a story with 你知道吗？), experimenting with 正叙，倒叙，插叙 to sequence events and using descriptive language to set the scene

collaboratively creating short plays describing the experiences of imagined characters in different cultures, for example, 《James在上海》

exploring how alternative words can be used to convey varying degrees of emotion and attitude towards people, places and events, for example, 我真高兴。你快乐吗？他很幸福!

taking on a role in a story and retelling the story from one character's perspective, describing their feelings and emotions, for example, 我真高兴！太棒了！哎哟，吓死我了！

Translating

Translate simple modified Chinese texts and familiar interactions in different contexts, identifying alternative ways to interpret meaning
[Key concepts: respect, directness and indirectness, representation; Key processes: translating, interpreting]
(ACLCHC103 - Scootle ⬏)

Elaborations

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translating intended meaning of an interaction by avoiding literal (word-for-word) translations (for example, mediating a response to a compliment such as 你的衣服真漂亮。 ---- 哪里哪里！) and recognising that meaning may be implied rather than stated explicitly, for example, the use of 吧 to indirectly reject or refuse others in 我能来看看你吗？ --- 不太好吧？

comparing word choices for public signs across languages, and discussing ways language is used to convey rules, expectations and permission, for example, comparing 闲人免进 to 'Staff Only'

considering the uses of different measure words in Chinese (for example, 小勺 and 茶匙；斤 and 克) when comparing several Chinese translations of the same recipe

Mediate descriptions of Chinese and Australian life, identifying what experiences and ideas are not readily translated between cultures
[Key concepts: equivalence, assumption; Key processes: translating, interpreting]
(ACLCHC104 - Scootle ↗)

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Elaborations

analysing Chinese texts alongside their English translations to identify the challenges of translating culture, and developing strategies to overcome these challenges, by asking: What is lost in translation? Why can't we just translate word for word? Why does context matter?

reading bilingual signs in places such as restaurants, shops, pools, schools, hospitals and construction sites, and determining the effectiveness of the English translations and possible reasons for such interpretations

exploring ways to interpret and explain key concepts and cultural practices identified in Chinese interactions, such as 面子, and experimenting with how to give 面子 in interactions with others

translating information about life in Australia to Chinese readers overseas, considering the audience's cultural experiences in order to determine what concepts they would find difficult to understand, exploring ways to elaborate on ideas to ensure clarity of meaning, and focusing on nuances of word formation and context, for example, 澳洲肥牛 ('bushwalking')

preparing a voiceover text for a video presentation on the Chinese language program or the school environment, discussing possible interpretations of the text from the viewers' perspective and adjusting anything that is unclear before voice recording

considering the different terms used in the Chinese-speaking world to represent 'Chinese person' (中国人，华人，华侨，华裔)

Reflecting

Reflect on the reactions and experiences of participants (including their own) in interactions and observe how languages is adapted to communicate effectively in unfamiliar contexts

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[Key concepts: face, disagreement, approval; Key process: reflecting]
(ACLCHC105 - Scootle ⧉)

Elaborations

sharing information about their membership of diverse groups and exploring how this is expressed in Chinese, for example, 我和他是同学，我们都在这个学校学习。我的姐姐是澳大利亚国家队的运动员

interacting with Chinese-speaking peers to share aspects of their own identities as young Australians, for example, 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, for example, comparing representations of foreigners in 外国人有一些不同的习俗 with 老外都很奇怪

interacting with teachers and peers and reflecting on how to respond, for example, what to do when they don't comprehend words used or meanings expressed by other participants

identifying and responding to intended and unintended meanings conveyed in interactions, for example, noticing contradictions between what is being said and the posture, movement, gesture and expression of participants, and asking: How do I interpret participants' real meaning? Are they just being polite or are their words genuine?

reflecting on their own language choices in interactions with Chinese speakers and how these may have been perceived, for example: 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?

reflecting on how one's own cultural values and norms may relate to those of Chinese speakers, for example: What are the values held by Chinese speakers? Which of my own values are non-negotiable? What Chinese values do I feel I should validate and support?

examining the use of inclusive language and how ideas are framed, for example, the impact of positive versus negative framing on how meaning is interpreted across languages and cultures, such as 足下留情，小草常青 versus 'Keep off the grass'

considering the role of voice, pitch and pace to encourage involvement of others in interactions and experimenting with modality to empower themselves and others, for example, 你可以 versus 你一定要；我可能 versus 我会

exploring the contexts and implications of terms used to identify others, for example, 老外、 华侨、 华裔、 大陆人、 华人、 中国人、 少数民族

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Understanding

Systems of language

Discern differences in patterns of sound and tone in extended Chinese speech when listening to speakers of different age, gender, and regional background (ACLCHU106 - Scootle ↗)

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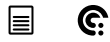
Elaborations

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, for example, 'qin' versus 'qing' and 'chi' versus 'qi'

examining the diverse meanings of words that share similar sounds, for example, 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 (for example, 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

Relate prior knowledge of character form and function to infer information about sound and meaning of unfamiliar characters (ACLCHU107 - Scootle ↗)

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Elaborations

analysing sequences of characters containing a common component or side to determine the features of form, function and predictability within the group, for example, explaining the features of position, phonetic function and range of sounds in the characters 请 清 情 晴 精 睛 猜

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, for example, '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

recognising traditional characters encountered in their local Chinese communities and noting their simplified character version

exploring examples of types of simplifications and ways of associating traditional characters with

known simplified forms, for example, whole simplifications (为-為), part substitutions (汉-漢) and half simplifications (说-說)

exploring the use of diverse character-morphemes to express similar ideas, for example, identifying multiple characters for 'food' (饭、菜、食、餐) and organising and classifying words containing these characters to understand their context of use

recognising the two-syllable preference in Chinese nouns and applying this understanding when reading texts

Analyse functions of grammatical rules and use language appropriate to different forms of oral and written communication (ACLCHU108 - Scootle ↗)

Elaborations

comparing ways in which tense is expressed, for example, 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, for example, 先…然后…; 一…就…;了…就…;才; 第一；然后

comparing the functions of prepositions and discussing the importance of context when determining their meanings in texts, for example, 跟；对；给

developing ideas using nuanced structures, for example, using different ways to negate depending on degree of formality or emphasis (我不是…；我哪儿有…？；我没有办法…；我不能…；不行; 别；不准)

exploring and applying ways of sequencing and connecting ideas through the use of conjunctions, for example, 不但…而且…；虽然…但是…

Compare the purposes, text structures and language features of traditional and contemporary Chinese texts (ACLCHU109 - Scootle ↗)

Elaborations

analysing and explaining the organisation and development of ideas or an argument in a range of genres, including textual features such as paragraphing

applying understanding of genre to determine the purpose and intended message of a text, for example, 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, for example, in a diary, letter or advertisement

comparing features of narrative, recount, report and procedural texts to identify ways in which information is structured and sequenced for particular purposes

Language variation and change

Explore the development of Chinese as an international language and as a lingua franca in Chinese communities (ACLCHU110 - Scootle ↗)

▤   ⒞   ⌕

Elaborations

exploring the use of 普通话 as a lingua franca in Chinese-speaking communities and identifying terms used in different regions to express a similar idea, for example, 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

exploring the role of code-switching in the language use of bilingual speakers (for example, acronyms and words which have not been translated from their original English) and how Chinese authorities are trying to change this and limit the use of these terms in everyday media

Explore the role of tradition in contemporary language use and how languages change over time (ACLCHU111 - Scootle ↗)

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Elaborations

exploring the use of classical language such as 成语 and how this refines the style of writing when comparing 口语 and 书面语, for example, 她很漂亮 and 她貌美如花

reading texts consisting of 名人名言 (for example, 孔子说…), and discussing the cultural meaning of the quote and how it is relevant to contemporary language use, including why it is still quoted widely in modern writing, for example, 三人行必有吾师

exploring the nature of common idioms (成语), identifying their meanings and recognising how they can be used to add a sense of style to everyday communication, for example, 年年有余、人山人海

examining how globalisation is impacting on Chinese values and language use, for example, 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)

exploring the ways in which English words and phrases are incorporated into everyday communication in Chinese in digital media, for example, English expressions of emotion used in chat

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forums and text messaging (去 happy 吧), and Pinyin abbreviations replacing characters (L P = 老婆)

investigating the use of internet language, including numerical representations of words (55555 = 呜呜他在哭) as a means of private communication among youth

examining how the adaptation of words reflects and encourages change, for example, gender equality is reflected in the use of 妳 to acknowledge females and 他 to include both men and women

The role of language and culture

Reflect on how language and culture both shape and reflect each other (ACLCHU112 - Scootle 🔗)

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Elaborations

reflecting on the values of one culture when communicating in another, for example, 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 use of language

analysing the impact on language use of context and relationships between participants, for example, discussing how concepts such as face (面子) and connections (关系) are reflected in interactions between Chinese speakers

identifying choices made in interactions in Chinese with people from different generations, for example, changes in greetings (吃饭了没有、拜拜、嗨) and forms of address (同志 、 小姐 、 师傅) over time

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Years 9 and 10 Content Descriptions

Communicating

Socialising

Interact and socialise with a range of participants, recognising alternative positions, ideas and perspectives relating to experience and lifestyle
[Key concepts: diversity, perspective; Key processes: discussing, deciding, taking action]
(ACLCHC177 - Scootle ↗)

Elaborations

exploring concepts related to topical and contemporary issues, including ethnicity and identity, popular culture, technology, social justice, environment, education and future pathways, through interaction with peers and other Chinese speakers, for example, 我听说现在中国的年轻人很喜欢看韩剧，是这样吗？你也喜欢看韩剧吗？

inviting others to contribute to discussions and provide feedback on own ideas (for example, 你不觉得…吗？难道…?), and asking questions, acknowledging strengths in others' arguments and providing evidence to contradict, challenge or rebut alternative views

collaborating to reach agreement by asserting, restating, conceding or negotiating in an appropriate manner (for example, 就算是…; 尽管如此…), recapping the main ideas discussed, suggesting a suitable compromise or solution, and explaining the reasons behind the final suggestion

discussing how to utilise resources and opportunities outside of the classroom to develop Chinese proficiency, for example, Chinese community school, using Chinese more often with family members and friends, or watching Chinese television

listening to guest speakers such as ambassadors for Asian literacy or other inspirational young people who are engaged with Chinese language learning, and discussing their experiences and achievements

Negotiate actions and contribute ideas, opinions and suggestions in interactions related to shared tasks and problem-solving, managing different views
[Key concepts: expectations, values, beliefs, attitudes; Key processes: evaluating, exchanging, interpreting, negotiating]
(ACLCHC178 - Scootle ↗)

Elaborations

participate in online discussions and other exchanges to raise awareness of topical issues, for example, 作文大赛《谈谈健康饮食》

using social media to communicate with peers in a range of locations in order to inform them about social initiatives in Australia, such as 清扫澳洲日, 地球一小时, and inviting contributions of others to initiate similar events in their regions

volunteering their time in a project that supports other members of the local community (for example, organising a concert to perform at an aged-care facility; providing tutoring in English for older members of the Chinese-speaking community), discussing experiences and persuading peers and others to contribute

collaborating to make decisions about fashion, purchases, visual appeal, celebrity endorsement and product reliability to determine value for money in relation to own purchases and shopping habits (for example, 虽然这件衣服是名牌，但是质量不太好)

investigating services provided to the local community, including social welfare and support services, and considering ways to assist such organisations in promoting and delivering their services

designing a campaign to promote and persuade people to join a community organisation, for example, creating slogans such as 加入澳洲华人青年会，你会认识更多的朋友！

Informing

Investigate different interpretations of contemporary and historical events and people
[Key concept: perspective; Key processes: evaluating, researching]
(ACLCHC179 - Scootle ⧉)

Elaborations

viewing reports on news and current affairs programs to develop an overview of events, and discussing responses of individuals and groups to issues and events such as environmental pollution, rapid urbanisation or a threat to public health or safety

gathering information from a range of sources on a contemporary or historical Chinese figure to evaluate that person's impact on Chinese society past or present, for example, Mao Zedong, Deng Xiaoping, Jiang Jieshi or Confucius

accessing articles, history books, and newspapers to gain knowledge of the causes and potential outcomes of events and issues in contemporary societies

comparing different interpretations of historical and political events to develop an informed perspective

identifying the implied values that influence a writer's representation of a particular issue, for example, 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'

Develop and present a position on topical events and people by referring to a range of sources, and

connect this position to the perspectives of others
[Key concept: perspective; Key processes: processing, informing]
(ACLCHC181 - Scootle ↗)

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Elaborations

substantiating their position with examples from texts, quotes or statistical data and by using 成语 or 谚语, for example, 养不教，父之过, 父母当然要对孩子的教育负责

presenting opinions using strategies suited to audience/readers' expectations, such as 欲扬先抑 (to criticise before praising)

evaluating the credibility of sources by analysing accuracy of evidence, references to other sources, and appropriate use of formal language

designing a research plan for learning tasks, such as 《人口增长》, and listing sources of information, data needed, questions to be asked and stating reasons for own decision making

Creating

Interpret representations of people and events encountered in contemporary and traditional Chinese performance
[Key concepts: entertainment, representation; Key processes: interpreting, adapting]
(ACLCHC182 - Scootle ↗)

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Elaborations

explaining concepts such as 侠，孝，义 portrayed in 小说 with examples of experiences in imagined scenarios, such as 中国人很重视孝。孝就是对父母好，如果父母生病了，你要照顾他们

analysing common features of entertainment across different forms of media, for example, describing what makes an engaging plot; examining the types of characters that appeal to certain audiences

identifying and comparing major themes (for example, concepts of love, success and beauty) portrayed in youth media across different languages and cultures

comparing how concepts of humour, happiness and tragedy are conveyed in music, art and drama across languages and cultures

Create imaginative texts, drawing on and adapting representations of people and events encountered in traditional and contemporary Chinese literature, drama or song
[Key concepts: classical, contemporary, literature; Key processes: evaluating, expressing]
(ACLCHC183 - Scootle ↗)

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Elaborations

assuming the persona of a character from a film or story, and reflecting on their experiences; writing letters to characters expressing their support

identifying ways in which authors and directors arouse empathy in readers and viewers

collaborating with peers to create own dramatic or humorous representations of people and events encountered in traditional and contemporary Chinese literature, drama or song

planning with peers to perform plays based on 儿童剧 or 情景剧 for younger year levels

creating plays in response to classical literature, such as 《草船借箭》, considering how the character's personality can be reflected in dialogue

creating written and multimodal narratives, poems and reflective journals about people, places and communities in the Chinese-speaking world

Translating

Participate in reading Chinese literature in original and in translation, and explain assumptions or implied meanings which inform how ideas have been translated from Chinese into English
[Key concept: equivalence; Key processes: comparing, transferring, explaining]
(ACLCHC184 - Scootle ⬏)

Elaborations

identifying superfluous or language-specific information that impedes rather than supports understanding when moving between languages, for example, 雷锋其人其事,在中国几乎人人知道

using suitable equivalents or providing new culturally appropriate examples to explain concepts or ideas specific to another language or culture, for example, explaining English terms 'chilling' or 'hanging' in Chinese; expressing 百年树人 as 'Rome wasn't built in a day'

noticing deliberate word choices (such as 人民、大众、居民、人们、老百姓) suited to a particular purpose or style

identifying the use of sarcasm (for example, 哟，今天这么早来学校，太阳打西边出来了) and how it is transferred across languages

experimenting with 'word play', for example, 谐音秃子打伞----无法无天（无发无天), and discussing how this might be transferred into English

Create and adapt bilingual texts for different settings and audiences, identifying the contextual and

cultural challenges

[Key concepts: audience, context, social distance, bilingualism; Key processes: identifying, translating, interpreting]

(ACLCHC185 - Scootle ↗)

Elaborations

experimenting with different options, rephrasing until the most suitable meaning is conveyed, for example, translating 同学 as 'classmate' then changing it to 'student' or 'peer' as appropriate in the context （这是我的同学。 and 同学们好）

analysing information presented in context and being aware that what is not said also matters （言外之意）, for example, 该来的人来了, implying that those who turned up earlier are 不该来的人

developing a deep understanding of the subtle meanings and uses of new words/phrases encountered, by comparing the ways in which words, grammar and idioms are explained in different reference sources, for example, how a 成语 is explained in English, compared to in a Chinese dictionary 成语字典 and on a 成语故事 website

Reflecting

Reflect on how conventions of speech and particular Chinese cultural concepts can influence communication style when using both Chinese and English

[Key concepts: face, public, private; Key processes: adjusting, analysing]

(ACLCHC186 - Scootle ↗)

Elaborations

differentiating language when engaging with participants from different cultural backgrounds, for example, opening a speech in Chinese with 中国有一句俗语… when in English they would open a speech with a joke

describing appropriate ways to engage with others in different contexts, for example, 'I socialise with my friends who speak Chinese in … ways, but I socialise with my friends who speak English in … ways'

Understanding

Systems of language

Explain the role that features of prosody such as intonation and stress play in interactions in various contexts (ACLCHU187 - Scootle ↗)

Elaborations

identifying ways in which rhythm, pace and voice projection impact on interpretation and effectiveness of messages conveyed

experimenting with rhythm, intonation and stress when reading aloud, reciting texts or expressing emotion to others

discussing differences in pronunciation of words and flow of speech by different Chinese speakers, for example, identifying features of 'native-like' speech in second language learners

Infer possible sounds and meanings of unfamiliar characters encountered in a range of contexts by identifying and explaining the role of semantic and phonetic sides (ACLCHU188 - Scootle ↗)

Elaborations

inferring the meaning of unfamiliar words containing a familiar character morpheme

inferring the meaning of terminology in other subjects based on analysis of characters such as 螺旋桨

applying understanding of word formation to identify the word best suited to the required context and use by comparing translations for words in a bilingual dictionary

appreciating that the precise meanings of character morphemes are determined by context, for example, 一封信 and 相信；企图 and 地图

Understand and apply complex grammatical structures and features to achieve particular effects, and explore grammatical features of classical Chinese (ACLCHU189 - Scootle ↗)

Elaborations

comparing how ideas are ordered and substantiated across genres and languages, for example, 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

describing the purpose and features of genres that are uniquely important in Chinese literature, and exploring their origin in classic literature, such as 小品文，散文

Analyse and compose different types of texts for different purposes, using appropriate linguistic, textual and cultural elements (ACLCHU190 - Scootle ↗)

Elaborations

comparing how statistical data such as census information or surveys is collated and referred to in Chinese and English texts, including consideration of the levels of in-text referencing required across both languages

analysing linguistic, stylistic and textual features of a range of samples of the same genre to compare the choices made by authors and the impact of those choices, for example, comparing 这位老人已经七十多岁了，他每天要一上一下地打扫一千八百多级石阶，该是多么辛苦啊！and 这位老人年纪大了，要打扫很多石阶，这些石阶大概有一千八百多级，非常辛苦

analysing the layout of magazines and online texts and the deliberate choices of image, font and words to enhance understanding of key ideas and author positioning

examining the language of newspapers, identifying commonly encountered linguistic terms and considering the concise ways in which world events are reported in Chinese media

using models of literary styles to create texts and present them in multiple ways, for example, producing an article with 排比 to enhance emotional impact, and reading it aloud to peers, using volume, stress and facial expression to reflect emotions

Language variation and change

Explain how gender, social class and age affect language use in formal and informal contexts (ACLCHU191 - Scootle ⧉)

Elaborations

exploring different levels of formality involving a range pf settings and participants

viewing a variety of blogs and comparing language use in order to hypothesise about the age and gender of the authors

comparing informal interactions such as live interviews with studio discussions about an issue on news and current affairs programs

considering the impact of using formal language in establishing one's authority or to display knowledge on a topic

reading extracts of 古典小说, such as 《水浒传》, and noticing how language use differs from contemporary speech, for example, 史进道：小人大胆，敢问官人高姓大名？那人道：洒家是经略府提辖，姓鲁，讳个达字。敢问阿哥，你姓什么？

converting informal spoken language into formal register to suit particular purposes, and experimenting with terms such as 明文规定 and 众所周知

Explore ways to use traditional characters to enhance their own communication (ACLCHU192 - Scootle ↗)

Elaborations

listing and quoting famous sayings from traditional literature, such as famous lines from poems, to relate to readers who have similar reading experiences

identifying examples of 成语 in Chinese students' writing, discussing the effect of this and examining errors made, such as in the sentence 我要休息一下，要不然有个三长两短就不好了

Role of language and culture

Explain how languages shape the communicative practices of individuals and groups, and identify ways to enhance understanding across cultures (ACLCHU193 - Scootle ↗)

Elaborations

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, for example humility is a value often conveyed in Chinese but not in English

exploring what assumptions are inherent in one language and examining how they might talk differently about the same things in a different language

exploring how concepts such as 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

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Years 9 and 10 Content Descriptions

Communicating

Socialising

Interact with peers and others in familiar and unfamiliar contexts to exchange alternative ideas and perspectives, and to express preferences and opinions

[Key concepts: ritual, relationships, generations, values, identity, ancestry; Key processes: negotiating, participating]

(ACLCHC210 - Scootle ↗)

Elaborations

stating opinions on school life, family life, familiar people, experiences and significant personal events (for example, 我最喜欢圣诞节), and indicating preferences with reasons such as 我想去看…电影，因为听说这个电影很好看

engaging in oral and digital discussions on topics of personal interest such as music, TV programs or sports, asking questions to seek ideas, request repetition and clarify meaning (for example, 你说你的生日是明天，是吗？) to enhance mutual understanding, for example, 我不太喜欢听流行音乐，我更喜欢摇滚乐,因为摇滚乐很有力

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, for example, 谢谢;辛苦你了; 麻烦你了; 真对不起; 非常感谢

notifying teacher of work due in other subject areas, for example, 我有很多数学作业；我星期一有科学测验

expressing opinions on lesson activities and learning tools, for example, 我觉得很好玩儿；我觉得很有用；我喜欢用网络词典

requesting assistance or seeking advice on a feature of language (for example, mobile phone 。中文怎么说，怎么写（面）这个字呢？), and exploring concepts related to topical and contemporary issues (such as ethnicity and identity, social justice, environment, education and future pathways, technology, and popular culture) through interaction with peers and other Chinese speakers, for example, 我听说现在中国的年轻人很喜欢看韩剧，是这样吗？你也喜欢看韩剧吗？

inviting others to contribute to discussions and provide feedback on own ideas (for example, 你不觉得…吗？ 难道…?), and asking questions, acknowledging strengths in others' arguments and providing evidence to contradict, challenge or rebut alternative views

substantiating their position with examples, quotes or statistical data and using 成语 or 谚语, for example, 养不教，父之过父母当然要对孩子的教育负责

collaborating to reach agreement by asserting, restating, conceding or negotiating in an appropriate manner (for example, 就算是说…; 尽管如此…), and recapping the main ideas discussed, suggesting a suitable compromise or solution and explaining the reasons behind the final suggestion

responding to inquiries in correspondence from overseas peers and via social media by describing the lifestyle of Australian young people, with pariticular attention to unique aspects of Australian culture, for example, 澳大利亚有…，人们生活…

engaging with educational social media to document own experiences and achievements by posting a weekly journal or blog for others to read, for example, 本周XX俱乐部足球赛

experimenting with ways of expressing ideas in more formal contexts, such as using objective rather than subjective language to recount events, for example, 袋鼠很多 compared with 我看到了很多袋鼠

Participate in planning and presenting a social or cultural event, negotiating options and solving problems
[Key concepts: community, emotion, multiplicity, power Key concepts: participating, negotiating]
(ACLCHC211 - Scootle ↗)

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Elaborations

designing a campaign to promote a community organisation and persuade people to join, for example, creating slogans such as 加入澳洲华人青年会，你会认识更多的朋友！

asking open questions, inviting others to elaborate their ideas and restating to confirm understanding, for example, 请说一下您为什么决定…？为了保护环境，你一般做什么？你已经说过…；你说的是…，对不对？

considering how the use of a polite tone and respectful language when making a complaint may empower both speaker and listener to achieve a positive outcome, and how advice may be given in a non-judgmental way, for example, 你最好/我觉得你应该/我知道…对你很重要，可是… rather than 你一定要/如果你…，就…/你太…

negotiating to achieve desired goals by asserting, conceding, and expressing obligation (for example, 必须、一定要) or absence of choice （for example, 没办法、不得不）in an appropriate manner

participating in organised visits to Chinese-owned stores in the local area; specifying the quantity or nature of items required; requesting, negotiating and accepting prices; and completing transaction

participating in shopping scenarios with classmates, expressing opinions about qualities of goods (for example, 这个红色的裤子真好看), making comparisons with other retailers or service providers (for example, 他要一百块，你要一百三十块) and expressing satisfaction or dissatisfaction with price, for example, 太贵了

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negotiating with classmates to determine an appropriate gift for an overseas visitor, acknowledging others' ideas and opinions, and offering alternatives, for example, 这件大衣太大了，我不要，我看一看那件吧

acknowledging the ideas and opinions of others and expressing agreement (for example, 好的、我同意), disagreement (for example, 对，可是), excitement (for example, 太好了) or disappointment (for example, 真可惜) when interacting with others

Informing

Summarise and compare factual information about people, places and lifestyles drawn from a range of sources, including multimodal sources
[Key concepts: information, values, judgment, bias; Key processes: selecting, comparing]
(ACLCHC212 - Scootle ↗)

Elaborations

viewing reports on news and current affairs programs to develop an overview of events and discuss the responses of individuals and groups to issues and events such as a threat to public health or safety, environmental pollution, or rapid urbanisation

listening to and viewing texts such as celebrity interviews, news reports and documentaries on tourist hot spots, and obtaining the gist by focusing on familiar, anticipated items in a flow of words, for example, names of people and places, time and date, attitude and opinions

listening to and viewing interactions and noting the different opinions and ideas of different participants, focusing on key words and non-verbal cues to identify feelings

using dictionaries and other resources to interpret key words, for example, identifying the likely meaning of 七夕 in the sentence 农历七月七日是七夕

identifying important ideas and interpreting implied meanings in texts, recognising possible bias when judging the value of information

using listening strategies appropriate to a range of purposes, including listening for specific information, listening for key ideas, listening for overall understanding, or listening in order to repeat information to others

presenting opinions using strategies suited to the audience or reader's expectations, such as 欲扬先抑 (to criticise before praising)

Develop and present a position on an issue based on information drawn from different perspectives and sources and provide advice and guidance
[Key concepts: information, advice, media,; Key processes: classifying, evaluating, advising, guiding]
(ACLCHC213 - Scootle ↗)

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Elaborations

identifying the positions of different speakers and exploring the explicit and implicit values and reasons that may have led to the development of their own perspectives, for example, why a Western speaker of Chinese may look at an issue differently to a native Chinese speaker; the different perspectives of a city resident versus a rural resident

developing an information kit about the local city or region to provide to Chinese visitors via a local tourism website, including details on history, climate, environment and cultural activities supported by visuals

creating short texts to inform others on topics of interest (such as 中国的茶-澳洲咖啡), and providing an objective perspective by discussing alternative views, for example, 有人说…也有人说…他们都不知道…所以…

accessing a range of sources of discussion (such as online debates in public forums and TV talk shows) and identifying factors that potentially cause bias on an issue, such as era, generational differences, cultural factors and individual personalities, for example, 有人认为愚公很傻，尤其是生活在现代的人

presenting a balanced view on a contemporary issue, referring to evidence to support ideas and elaborating on own perspective

engaging with different representations of ideas, comparing perspectives and developing an informed position on issues relevant to their own lives, for example, 在中国有人说移民澳洲好，因为生活轻松；也有人说移民澳洲不好，因为没有熟悉的家人朋友。我觉得… 因为…

presenting information on an issue such as 独生子女政策 by discussing perspectives and comparing experiences and opinions, noting how some people focus on positive effects on society and others focus on personal experiences of being a 独生子女

collaborating to produce multimedia displays to share with readers overseas to provide a local insight into issues such as the experience of international students in Australia, and highlighting the features that might be most relevant to overseas readers

collating information from personal research and writing reports on issues relevant to youth across cultures, such as pressure to follow fashions and trends, bullying, and inspirational people

Creating

Explore and express opinions on themes and emotions revealed in modified texts from classical and contemporary Chinese literature
[Key concepts: classical, contemporary, literature; Key processes: evaluating, expressing]
(ACLCHC214 - Scootle ↗)

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Elaborations

responding to literary texts such as 《某某后传》 through own creative text production, employing the literary styles and methods identified in such texts

keeping a journal to reflect on emotions and experiences of individuals encountered in texts

identifying and comparing the language used to explore major themes such as love, success and beauty in youth media across different languages and cultures

participating in class discussion on messages conveyed in traditional and contemporary texts and comparing how concepts of humour, happiness and tragedy are conveyed in music, art and drama across languages and cultures

understanding the values inherent in the use of music, imagery and stereotypical representations of people, places and practices in diverse forms of youth entertainment

identifying and discussing generational and cultural differences portrayed in contemporary media

examining songs that have remained popular for generations or have become anthems for particular groups of people, and discussing why these songs have achieved such success

reading a range of imaginative texts from other cultures, keeping a reading journal (读书笔记) to record own responses, and participating in class discussions about texts such as 《小王子》 and 《安徒生童话选》

Create narratives to describe experiences involving imagined people and places
[Key concepts: fact and fiction, challenge, morality, human experience; Key processes: adapting, creating, imagining]
(ACLCHC215 - Scootle ↗)

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Elaborations

collaborating with peers to perform a script from 儿童剧 or 情景剧 for younger year levels to engage them with the imaginative world

creating a script in response to a story from classical literature, such as 《草船借箭》, and considering how to convey the characters' personality through language

creating own dramatic or humorous representations of people and events encountered in traditional or contemporary Chinese literature, drama or song

writing a creative account of an imagined experience involving Chinese visitors to the local community, such as hosting a Chinese student or taking a tour group to a local sporting event

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creating a Chinese voice-over for a scene from an English language sitcom and experimenting with ways in which language, images, action and humour are used to enhance appreciation of the message

collaborating to create performances in which they assume an imaginary role, for example, a skit about celebrating Spring Festival, a simple lyric about school life, or a rap about being a student of Chinese

creating narratives that hold the attention of readers, for example, beginning a story with 你知道吗？ and experimenting with 正叙，倒叙，插叙 to sequence events

collaboratively creating short plays describing the experiences of imagined characters in different cultures, for example, 《James在上海》

using descriptive language to set the scene and capture the reader's imagination, for example, describing the sound of traffic and the smell of breakfast stalls on a busy morning in a Chinese town

exploring how alternative words can be used to convey a range of attitudes and varying degrees of emotion towards people, places and events, for example, 我真高兴。你快乐吗？他很幸福!

comparing portrayals of a range of social groups in media, for example, how urban and rural communities and residents are portrayed in both traditional and contemporary texts

creating own narrative accounts of the life experiences of major historical figures or characters from literature, for example, 诸葛亮，孔子和他的学生

engaging and entertaining the audience through the use of devices such as humour, irony and metaphor, and embellishing ideas (for example, 猜猜我昨天干了什么？ as opposed to 昨天我), and building up to a climatic ending

Translating

Translate a range of simple Chinese texts and identify how some concepts can be mediated readily between Chinese and English and some cannot
[Key concept: equivalence; Key processes: comparing, translating, explaining]
(ACLCHC216 - Scootle ↗)

Elaborations

exploring ways to interpret and explain key concepts and cultural practices identified in Chinese interactions (for example, 面子) and experimenting with how to give 面子 in interaction with others

considering the uses of different measurement words in Chinese (for example, 小勺 and 茶匙；斤 and 克) when comparing Chinese translations of English recipes

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comparing alternative translations to identify concepts of 'normality' in their own linguistic and cultural context, for example, using the term 软饮料 (instead of 无酒精饮料) assumes the reader/audience has some understanding of English to understand meaning of 软

comparing 褒义词，贬义词 and 中性词 and the contexts they are used in, for example, the differences between 聪明 and 滑头

identifying words used with specific assumptions, for example, gender (英俊 is used to describe males), significance (会见 versus 见面), formality (光临 versus 来到)

considering ways to convey culture-specific terms in English (for example, 中药和食疗, 上火，大补)

Create texts in Chinese and English, explaining the linguistic and cultural challenges of achieving equivalence of meaning

[Key concepts: audience, context, social distance, bilingualism; Key processes: identifying, translating, interpreting]

(ACLCHC217 - Scootle ⤴)

Elaborations

viewing documentaries on historical events and figures and determining appropriate English equivalents for key terms with multiple meanings, for example, translating 运动 as '(political) movement' rather than its more familiar meaning, 'sport'

reading bilingual signs from a range of places, such as restaurants, shops, pools, schools, hospitals and construction sites, and evaluating the effectiveness of the English translations, and possible reasons for such interpretations

comparing word choices for signs across languages and discussing ways language is used to convey rules, expectations and permission, for example, comparing 闲人免进 to 'Staff Only'

observing others involved in interpreting meanings in bilingual contexts and identifying challenges and potential issues in mediation

expanding their own linguistic repertoire by exploring available choices to translate unfamiliar ideas when moving between languages, and reflecting on their own choices and preferences

experimenting with translations of extended texts, using a range of print and digital dictionaries and translation tools

Reflecting

Reflect on how conventions of speech and particular Chinese cultural concepts can influence

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communication style when using both English and Chinese

[Key concepts: face, public, private; Key processes: adjusting, analysing]

(ACLCHC218 - Scootle ↗)

Elaborations

identifying diverse ways their Chinese identity is played out in local communities (for example, through membership of community organisations and interest groups) and relating experiences in which their Chinese identity is central to their self-expression

exploring the ways their Chinese identity influences the different roles they play in life (for example, as a student at secondary school and in Chinese school, and 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

reflecting on own cultural values and evaluating how these intersect with mainstream values when interacting in both Chinese and Australian contexts

recognising the language choices they make that influence how their identities as individuals and as Chinese-speaking Australians are perceived by others, for example, feeling more Chinese with Chinese people, and less Chinese when on their own or with people from a different cultural background

varying their language use when engaging with participants from different cultural backgrounds, for example, opening a speech in Chinese with 中国有一句俗语… when in English they would open a speech with some humour

Understanding

Systems of language

Compare features of speech of speakers from diverse regions to standard Chinese including pronunciation and prosody (for example, intonation and stress) (ACLCHU219 - Scootle ↗)

Elaborations

developing tone discrimination and identifying subtle differences in pronunciation, including variations in regional accents, for example, distinguishing between 'qing' and 'qin', 'lou' and 'rou', 'liang' and 'lang', 'shi' and 'si', and 'lan' and 'nan' when listening to interactions between speakers in diverse contexts

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

Explore and apply the principles of character form and function, including knowledge of semantic and phonetic radicals, to predict associate sound and meaning of new characters encountered in texts (ACLCHU220 - Scootle ↗)

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Elaborations

using character and component knowledge to infer potential sound and meaning of new characters encountered in texts

examining component form and function to predict sound of unfamiliar characters when reading aloud

inferring the meaning of terminology from other subject areas based on analysis of characters such as 螺旋桨

using knowledge of components to select a character from options when inputting Chinese into a digital text

explaining how morphology works to identify and convey subtle and precise meanings in communication

inferring the meaning of unfamiliar words containing a familiar character morpheme

applying understanding of word formation when comparing translations in a bilingual dictionary to identify the word most appropriate to the required context and use

appreciating that the precise meanings of character morphemes are determined by context, for example, 一封信 and 相信；企图 and 地图

Organise and express complex ideas in Chinese, for example, analysing and comparing active and passive sentence constructions (ACLCHU221 - Scootle ↗)

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Elaborations

organising information in a range of ways, and discussing the logical flow of the information and whether it suits the audience's reading expectations, for example, comparing 目前陆地上的煤，石油等资源 由于长期开采，已经越来越少 and 由于长期开采陆地上的资源，比如煤和石油，目前已经越来越少

analysing the subtle differences between expressions with similar meanings conveyed using, for

example, 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, for example, distinguishing between the uses of 的、得、地 and 可以、能、会

employing more complex syntactical features to enhance their own meanings, building on current knowledge, for example, making comparisons, expressing sequence, expressing cause and effect

using particular discourse features to extend and elaborate their own message, for example, 除此之外、尽管这样、同样

Analyse textual features of formal genres and apply these in their own speech and writing
(ACLCHU222 - Scootle ↗)

Elaborations

analysing features of texts in formal domains, for example, comparing aspects of formal and personal letters such as salutations or level of politeness; examining features of articles such as the use of headings, placement of author name, organisation into introduction, body and conclusion

comparing how statistical data (such as 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

analysing linguistic, stylistic and textual features of diverse samples of the same genre to compare the choices made by authors and the impact of these choices, for example, comparing 这位老人已经七十多岁了，他每天要一上一下地打扫一千八百多级石阶，该是多么辛苦啊！ and 这位老人年纪大了，要打扫很多石阶，这些石阶大概有一千八百多级，非常辛苦

analysing stylistic/literary devices used in knowledge-based texts, for example, technical terms and concise formulaic expressions used in newspaper articles

appreciating and applying the use of literary devices, for example, direct and indirect historical and cultural references; features of intertextuality such as classical allusions (歇后语)

analysing the layout of magazines and online texts to identify how images, fonts and words have been chosen to enhance understanding of key ideas and author positioning

examining the language of newspapers, identifying commonly encountered linguistic terms and considering the concise ways in which world events are reported in Chinese media

Language variation and change

Recognise how gender, social class and age impact on language use in formal and informal contexts

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(ACLCHU223 - Scootle 🔗)

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Elaborations

observing interactions between speakers and identifying examples of how language is adapted as the roles and positions of participants are established, for example, moving to more formal language once one participant is identified as a person of authority

reading texts such as 《人民日报》, and identifying words and phrases that are used to convey authority or objectivity, such as how to name students with different achievements (for example, 尖子生，中间生，临界生 优秀学生, 普通学生,后进的有潜力学生) in a report on school education

discussing the transferability of expressions and words across different settings, for example, following the debate on the use of internet language in education and in the media (for example, the use of 网络语言 in student's 写作)

comparing the same meaning conveyed in speech and writing, (for example, in speech (你不可以进去) and on a sign (闲人免进)) and discussing why the language may vary, including aspects such as interactivity and authority

Explore the significance of tradition in 名人名言 and 经典 and examine contemporary influences on language use (ACLCHU224 - Scootle 🔗)

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Elaborations

reading texts in traditional characters on familiar topics and inferring meaning of key characters

predicting the meaning of texts in traditional characters encountered in everyday contexts by relating the character's simplified version, for example, 匾 in a tourist site

discussing the influences on their own Chinese language use (for example, 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, for example, in contemporary media such as TV dramas, music and film

exploring samples of classical texts such as 《论语》 and recognising the impact of classical Chinese on contemporary written language, for example, the use of 岂，于

listing famous quotes from traditional literature, such as famous lines from poems, and using these in their own writing

identifying examples of 成语 in writing by students of Chinese, discussing the effect of this usage and

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then identifying any errors made, such as in the sentence 我要休息一下，要不然有个三长两短就不好了

Role of language and culture

Explain how languages shape the communicative practices of individuals and groups and identify ways to enhance understanding across cultures (ACLCHU225 - Scootle ↗)

Elaborations

considering ways in which being a bilingual speaker of Chinese and English could impact on and enhance their future life and career

examining how language is used to marginalise groups in society, such as how labels are used to simplify identification of groups and influence how such groups are perceived by others, for example, 蚁族、80后/90后

considering their own perceptions of the Chinese-speaking world and identifying the influences on their perceptions, for example, trips to China when younger; stories from grandparents

exploring how concepts such as 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

exploring what assumptions are inherent in one language and how the same cultural assumptions may not exist in another language, for example, analysing how the terms for 'getting married' differ for women (嫁出去) and men (娶妻) and the gender-neutral 结婚

Years 9 and 10 Content Descriptions

Communicating

Socialising

Influence and engage others, debating ideas and opinions, selecting language, tone, culturally expected stylised gestures, pitch and pace for different audiences
[Key concepts: perspective, conflict, difference; Key processes: persuading, influencing]
(ACLCHC245 - Scootle ↗)

Elaborations

applying strategies to engage in conversations with people of diverse linguistic and cultural backgrounds, for example, using alternative terms to 吹牛、聊天 and initiating topics of mutual interest

monitoring the effectiveness of own communication skills when sharing ideas and interests with others, for example, when changing topics and taking turns in a conversation (听说…，刚才我们说什么来着？)

using emphatic and assertive language to defend a position, point out errors in others' assumptions or strengthen own argument when negotiating with others, for example, 我想这种观点是站不住脚的／这种说法是没有根据的，是无稽之谈

Plan and negotiate actions to contribute to their local and global community, and suggest alternatives when planning and negotiating
[Key concepts: politeness, proactivity/initiative; Key processes: planning, contributing, negotiating]
(ACLCHC246 - Scootle ↗)

Elaborations

displaying respect for others' ideas in interactions, agreeing to disagree, or negotiating to achieve agreement, for example, 要么这样吧…; 你看怎么样…; 你说的很有道理，但是…

discussing multiple perspectives on topics such as 独生子女政策，言论自由，贫富差距，经济发展与环境保护, and raising awareness among peers and members of school community to enhance mutual understanding of others' perspectives

comparing different learning environments and approaches to learning, for example, reflecting on prior learning experiences and suggesting the advantages and disadvantages of different educational systems (中国的教育是应试教育，注重死记硬背，澳洲的教育是启发式教育，培养的是学生的独立思考能力)

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discussing issues encountered in their daily life when communicating across cultures, such as specific 'cultural barriers' and misunderstandings in communication, for example, 家长应不应该尊重孩子的个人隐私？

understanding the history of their local Chinese community and the multicultural nature of Australian society, for example, 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)

identifying areas of need within the local community and collaborating with others to provide support, for example, visiting aged-care facilities or helping to organise a cultural event to enhance understanding of Chinese culture within their own school and local communities (我们上个周末去华人养老院做义工，接触了很多很有意思的老人)

Informing

Identify and analyse the effects of how information is organised in authentic texts, and apply this knowledge to create purposeful texts that persuade and inform
[Key concepts: local, global, diversity, information; Key processes: transcribing, analysing, informing, persuading]
(ACLCHC247 - Scootle [↗])

Elaborations

examining the ways in which information is presented across diverse Chinese-speaking communities, for example, viewing news reports of world events from Beijing, Taiwan and Singapore

evaluating how information is presented in diverse forms of media across cultures, for example, comparing the impact of live news reports involving interviews with witnesses, and newspaper articles on the same event

applying understanding of news articles and other formal text types to create own response to contemporary issues in Chinese-speaking communities

Evaluate the utility and reliability of sources when accessing information, and use this knowledge to present a point of view for different audiences
[Key concepts: bias, authorship; Key processes: conveying, evaluating]
(ACLCHC248 - Scootle [↗])

Elaborations

identifying bias in texts, examining the values that influence bias, and discussing how bias differs from opinion and perspective, for example, 什么是偏见？ 偏见有哪些表现？ 应该怎样纠正偏见？

reading news articles and historical accounts of world events such as natural disasters, Olympic games, celebrations or commemorations of historical significance (such as Anzac Day), and

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exploring how the author's personal values and experiences influence their reporting on such events

recognising key ideas and reading between the lines, for example, identifying irony and sarcasm in texts (你可真是个气管炎（妻管严）

presenting and discussing own position on issues such as attitudes towards recycling, education in rural communities, and impact of social media on young people

debating the pros and cons (for example, 这样做的好处是： …这样做的弊端是：…) and presenting a balanced and reasoned argument, for example, 综合各方面的意见， 我们认为…; 根据大家的意见， 我们想提出以下建议…

applying effective strategies in a debate, including the art of rebuttal and developing a team line

Creating

Recognise and explain differing viewpoints on the world, cultures, individuals and issues as represented in major forms of literature such as 散文，小品，小说, and use this knowledge to create analytical and imaginative responses for identified audiences

[Key concepts: difference, culture, viewpoint; Key processes: recognising, representing]

(ACLCHC249 - Scootle ↗)

Elaborations

identifying various representations of multiculturalism in contemporary media and exploring the origins and nature of stereotypes commonly encountered

exploring cross-cultural influences in contemporary media, for example, examining the impact of Korean culture on Chinese entertainment in diverse contexts (Hong Kong, Taiwan, mainland China)

responding to films with a Chinese theme produced in other communities, for example, writing a personal response to a foreign film portraying Chinese-speaking communities

Compare performance features of major forms of classical literature, such as in 诗, 词, making thematic and intertextual connections

[Key concepts: culture, values; Key processes: connecting, performing, responding]

(ACLCHC250 - Scootle ↗)

Elaborations

comparing how concepts such as love, bravery and friendship are expressed in Chinese and English poetry, for example, comparing 陆游的《钗头凤》 and Elizabeth Barrett Browning's 'How Do I Love Thee?'; comparing poems of national unity (after war) and Banjo Paterson's 'We're All Australians Now'

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comparing representations of particular concepts or experiences in different media, such as in novels and films, for example, 莫言小说《红高粱家族》和张艺谋电影《红高粱》

exploring how different forms of entertainment are used to express or reflect contemporary issues, for example, analysing 春晚小品 and how the topics are related to the 'hot' events of the year

collaborating to create a drama or comedy to depict their lives and the lives of other Chinese migrants in a new cultural environment

Create imaginative texts experimenting with genre, textual features and stylistic devices

[Key concepts: ancestry, culture, love, fear, inner world; Key processes: creating, expressing, experimenting]

(ACLCHC251 - Scootle ↗)

Elaborations

comparing literature across languages and cultures and recognising features of entertainment, for example, identifying how magic and danger are used in Harry Potter and 《西游记》

discussing the features of range of genres, such as memoirs, poems and moral tales, for example, comparing 小诗 and 散文 to identify how different genres express similar ideas

creating own imaginative texts, using literary devices to achieve particular purposes, for example, foreshadowing events and building up to the climax in a story, and experimenting with 暗喻, 反复 and other 修辞手法

Translating

Interpret culture-specific concepts

[Key concepts: humour, equivalence, cultural assumptions, wordplay; Key processes: interpreting, translating, mediating]

(ACLCHC252 - Scootle ↗)

Elaborations

comparing idioms and colloquialisms across languages and identifying the challenges in mediating the cultural values embedded in such sayings, for example, 胸有成竹 versus 'have a well-thought-out plan'; 山穷水尽 versus 'at the end of one's rope'; 入乡随俗 versus 'when in Rome'; 绕圈子 versus 'beating about the bush'

mediating Chinese jokes or l to English speakers and vice versa

reflecting on the beliefs, generalisations and stereotypes held by other Australians about Chinese

cultural practices or values, for example,中国人只工作不享受／他们都很聪明／很难和中国人一起工作／中国菜都很好吃

introducing people, places, events and ideas of cultural and historical significance to Chinese people, for example, explaining to Australian audiences the historical and contemporary significance of 孔子 (Confucius) and his idea of 仁 (humanity)

Create bilingual texts for a range of audiences, contexts and purposes

[Key concepts: audience, context, social distance; Key processes: identifying, translating, interpreting] (ACLCHC253 - Scootle ↗)

Elaborations

acting as translator between Chinese and English speakers during school events, and reflecting on the linguistic and cultural issues encountered, for example, when sister-school teachers and students visit

translating texts for a range of audiences and contexts, identifying adjustments to language choices made according social position of audience and context

comparing bilingual editions of novels and discussing how authors and translators maintain the effect of stylistic devices across languages, for example, the use of metaphor

Reflecting

Reflect on the language choices they make when expressing their points of view to others and connect these choices to their identities in Chinese and Australian communities

[Key concepts: individual identity and collective identity, community, dynamism; Key process: reflecting] (ACLCHC254 - Scootle ↗)

Elaborations

discussing available choices in how they present their own identity to others and identifying times when they choose to express one aspect of their identity over another

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

describing examples of when changes in identity are more evident, such as when they are compared to friends 'back home'

identifying meanings implied in facial expressions, gestures, interjections and exclamations, for example, 哎 can be used to express surprise or dissatisfaction

reflecting on how one's own world view is conveyed through language choices, for example, '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

Understanding

Systems of language

Compare features of prosody across languages and explore how they contribute to expression of meaning (ACLCHU255 - Scootle ⬀)

▤   ⍥

Elaborations

comparing how prosody is used to enhance the aesthetic features/uses of language in different texts such as poems and essays when read aloud

evaluating the effectiveness of prosody in diverse contexts, for example, analysing the relationship between use of voice and character types in movies and television dramas, such as 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, such as in formal presentations and debates, and in imaginative or dramatic performances, for example, 众所周知／显而易见／总而言之

Identify and explain how Chinese orthography enables access to technical and unusual vocabulary, including specialised abstract nouns, and a wider range of texts, using orthographic knowledge to identify characters related to topics studied in other learning areas, such as chemical elements (periodic table) and mathematical terms (ACLCHU256 - Scootle ⬀)

▤   ⍥

Elaborations

experimenting with the use of abstract nouns such as 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) such as 行 (háng 同行 and xíng 行进), and appreciating multiple forms of 通假字 such as 反 - 返; 说 - 悦

Compare the nature of word formation, including subtle forms of adjectives such as 特有的 and 明朗, in

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the development of new words in Chinese and English, and evaluate their effectiveness in conveying new concepts (ACLCHU257 - Scootle [↗])

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Elaborations

comparing the expression of new concepts across languages and analysing the representation of new ideas in contemporary media, such as 云电视、

comparing the functions of semantically related morphemes and discussing why one is preferred over others in the development of new words, for example, ways of expressing 'green': 碧、 翠、 绿 、 青、 （翠绿、碧绿、青翠、苍翠） and new words such as: 雪碧，绿化

Analyse and experiment with the use and effect of figurative and evaluative expressions, colloquial forms, and other language features in texts (ACLCHU258 - Scootle [↗])

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Elaborations

identifying the appropriate context for using colloquial forms such as 多姿多彩; 恰恰相反; 来得快去得快; higher-order verbs such as 弥漫；using 而 for 顺接; and adverbials, for example, 便是, 恰恰相反

experimenting with linguistic devices to enhance expression of emotions, for example, rhetorical questions, for example, 脸上的快乐，别人看得到。心里的痛苦又有谁能感到?

analysing the use of figurative language in literature, for example, 老舍《骆驼祥子》 中虎妞的一段话：“呕！不出臭汗去，心里痒痒。你个贱骨头！我给你炒下的菜，你不回来吃，绕世界胡塞去舒服？你别把我招翻了，我爸爸是光棍出身，我什么事都做的出来！明天你敢出去，我就上吊给你看，我说得出来，就行得出来！”

exploring examples of literary language and how grammatical features differ from everyday speech, for example, 鲁迅的小说和议论文

manipulating styles of language in communication to achieve certain effects, such as writing a journal with 语气词 such as 嘿 and 吧 to make it more like a dialogue with the reader

Discuss key stylistic features of different text types, including classical literature (ACLCHU259 - Scootle [↗])

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Elaborations

identifying stylistic features of formal text types, for example, 作业报告 ;倡议书;竞选演说

comparing the way an argument is developed in different languages, for example, in English the writer's position is stated upfront whereas in Chinese it is generally left until the conclusion

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analysing how to position oneself when writing for different purposes, for example, in persuasive and evaluative writing (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)

exploring how to incorporate statistical data, quotations and research-based evidence in academic texts, for example, 据统计，计划生育政策实行以来，中国的人口少生了三亿

identifying features of classical writing such as 虚词 particles 之、乎、者、也, and word reductions such as 若（犹如，好像）父（父亲，爸爸）

exploring writing techniques in classical Chinese, such as the four steps in composing an essay (起承转合)

using terms derived from classical literature in their own writing, for example, 世有伯乐，然后有千里马；千里马常有，而伯乐不常有。（韩愈：《杂说（四）》）

determining the relevance and value of 成语 and 歇后语 in developing their own writing

Language variation and change

Explain how changes in context impact on how language is adapted to convey meaning within and across languages (ACLCHU260 - Scootle ⧉)

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Elaborations

exploring how living in the Australian context impacts on how they present their ideas in Chinese, for example, considering how essays written in Chinese in Australia often follow the accepted organisation and formatting of essays in the Australian education system rather than the Chinese education system

analysing what is valued across cultures and discussing the impact of this on how meanings are conveyed in Chinese and English, for example, quoting 孔子 or using 成语 is evidence of a higher level of literacy in Chinese, but quoting modern-day experts or using technical vocabulary is considered to be reflective of a higher education level in many English-speaking communities

understanding the historical traditions behind the differences between oral and written language in Chinese (文言 and 白话)

reflecting on their own different ways of communicating and how they adjust language, gesture and content to suit different contexts, cultures and languages, for example, considering topics that are acceptable in one culture but taboo in another

identifying differences in pronunciation and/or tone across different Chinese-speaking environments, for example, 和 is pronounced 'hé' in mainland China but can be pronounced as 'hàn' in Taiwan

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Research the phenomenon of language change in Chinese-speaking communities and monitor language use in a range of contemporary contexts (ACLCHU261 - Scootle ↗)

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Elaborations

comparing the language of previous generations to their own language use and discussing the nature of the differences between them

exploring how language change reflects the values of the time, or how language use can be seen as emblematic of an era, for example, the use of respectful terms such as 老革命 and 硬骨头 in China in the 1960s

examining new words added to Chinese dictionaries or introduced to social media and considering the reasons behind their development

considering the impact of digital communication on language use, for example, that LOL in English now means 'laugh out loud' not 'lots of love', and that weibo has a 140-character word limit

Analyse the language of different media and examine the ways in which media use language to persuade and influence others (ACLCHU262 - Scootle ↗)

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Elaborations

evaluating the impact of word choices (for example, 百衣百顺 for steam iron; 自然最健康，绿色好心情 for instant noodles) and discussing features of advertising language （广告词）, for example, 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, for example, 好感型，优质型 and 励志型

The role of language and culture

Analyse and discuss the ways in which language is used to position authors, readers and participants in texts (ACLCHU263 - Scootle ↗)

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Elaborations

identifying choices in words and phrasing that influence a reader's response to texts, such as language to persuade readers to endorse the writer's views, for example, 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

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characters in literary texts, for example, directly describing a character's personality compared to indirectly portraying the character's personality through their actions or through the reactions of others