

The Australian Curriculum

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|--------------------|---------|
| Subjects | Chinese |
| Year levels | Year 8 |

Years 7 and 8 Content Descriptions

Communicating

Socialising

Initiate and sustain interactions with peers and familiar adults to plan and arrange activities or social events in the **context** of the school or local community, and vary spoken **language** in response to the needs and demands of other participants

[Key concepts: event, celebration, experience; Key processes: transacting, negotiating, suggesting, requesting, explaining]

(ACLCHC049 - Scootle [↗](#))



Elaborations

participating in conversations about personal experiences, expressing opinions about what is common to these experiences, for example, 我们的老师教我们很多东西。我们都很喜欢他

comparing feelings about music, TV programs or sports, and asking questions to seek ideas, request repetition, clarify meaning (for example, 你喜欢看电视, 不是吗?) and enhance mutual understanding, for example, A: 我不太喜欢听流行音乐, 我更喜欢摇滚乐, 因为摇滚乐很有意思。 B: 古典音乐怎么样? 古典音乐也不错

negotiating with peers in relation to school policies and procedures, by affirming, accepting, clarifying, suggesting and recommending, for example, 小明, 明天去动物园要穿校服吗?

visiting Chinese-owned stores in the local area and specifying number or nature of items required; requesting, negotiating and accepting prices; and completing transactions, for example, 我们什么时候去...?, 我们去哪儿买?, 我们要买什么?

participating in class role-plays of shopping scenarios, including expressing opinions about quality of goods (for example, 这条红色的裤子真好看), making comparisons with the same product or service from 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

negotiating with classmates to determine an appropriate gift for an overseas visitor, acknowledging ideas and opinions of others and expressing agreement (for example, 好的) or disagreement, and offering alternatives, for example, 我觉得巧克力不好, 考拉拼图怎么样?

Correspond with peers and other familiar participants to plan activities, and compare opinions on and attitudes towards different cultures

[Key concepts: relationship, experience, community; Key processes: sharing perspectives, exchanging, corresponding]

(ACLCHC050 - Scootle [↗](#))



Elaborations

exchanging personal information via social networking sites, for example, 你是哪国人？你喜欢学习汉语吗？

sharing information about life in different cultural contexts, expressing ideas and opinions, for example, 中国人喜欢吃米饭，澳大利亚人喜欢吃面包，你呢？

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 position or view, for example, 我的姐姐喜欢音乐，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

Informing

Analyse and summarise relevant information obtained from a range of spoken sources and convey this information to known audiences through a range of texts

[Key concepts: fact/fiction, representation, perspective, choice; Key processes: summarising, identifying, comparing, sequencing]

([ACLCHC051 - Scootle](#))



Elaborations

documenting specific details of events, customs and lifestyles presented in multimodal sources such as video clips and face-to-face interviews in order to summarise the information, for example, 中国人很喜欢喝茶，澳大利亚人喜欢喝咖啡

listening to and viewing celebrity interviews, news reports and documentaries to identify key information such as names of people and places, time and date, attitude and opinions, for example, 秦始皇，西安，北京，星期三，...很可怕，我很喜欢她，她是一个很棒的演员

listening to and viewing factual spoken texts and paying attention to voice, gesture and language choice to identify the strength of opinion or degree of emotion expressed, for example, recognising strong dislike expressed in 我一点儿也不喜欢 compared to 我不喜欢

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 [有人说；她告诉我；根据这个节目介绍

Locate, classify and organise relevant information, including analysing data in simple diagrams, tables and graphs, and re-present this information for known audiences

[Key concepts: lifestyle, change, trends, place; Key processes: summarising, comparing, contrasting]

([ACLCHC052 - Scootle](#))



Elaborations

comparing travel brochures to identify places of interest, public transport information and activities

recognising the word/phrase boundaries in 我们学校/有/二百八十七个学生 and applying knowledge of Chinese information-sequencing rules, for example, using the knowledge that Chinese speakers organise information from most general to most specific in order to locate details in a Chinese address

identifying the common organising categories in tables or graphs, for example, deducing that 国籍 means 'nationality' by determining the meanings of 中国, 澳大利亚 etc. in a table column

Creating

Engage with imaginative texts, observing how characters, emotions and attitudes are portrayed, express opinions about these aspects of an imagined experience and apply this knowledge in their own performances and texts

[Key concept: emotion; Key processes: expressing, responding, performing]

(ACLCHC053 - Scootle [↗](#))



Elaborations

identifying how features of performance, including the use of posture, movement, voice, images and sound, are used to convey different emotions and attitudes, for example, 她跑得很快; 音乐听起来很快; 森林里很暗; 我很害怕

writing a short dialogue about an emotion and performing it in groups

expressing and justifying their music preferences, for example 我喜欢这首歌, 因为歌词很美

producing 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

noticing how emotion is expressed in song, film or poems and discussing its impact on listeners and viewers

reflecting on the language, beliefs and values of characters in traditional and modern literature and Chinese popular culture, and comparing different students' responses to the same story, event, character or place, for example, viewing excerpts from contemporary films and discussing personal responses to and the sociocultural context of the film

Create written imaginative texts to describe experiences involving imagined people and places

[Key concepts: imagination, creativity, emotion, love, hate; Key processes: expressing, responding]

(ACLCHC054 - Scootle [↗](#))



Elaborations

collaboratively creating stories with imagined characters and settings, capturing the characters' experiences in different cultures, for example, 《James在上海》

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

writing a recount of an adventure, for example, 《xxx历险记》

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 varying attitudes and degrees of emotion towards people, places and events, for example, 我真高兴。你快乐吗？他很幸福!

Translating

Translate texts for different audiences varying the language to explain key points for these different audiences

[Key concepts: equivalence, meaning; Key processes: translating, experimenting, comparing]

([ACLCHC055 - Scootle](#))



Elaborations

identifying the challenges of translating some concepts (for example, 'descendant of dragon', 龙的传人), and developing strategies to overcome these challenges, for example: What is lost in translation? Why can't we just translate word for word? Why does context matter?

translating short phrases or texts, noting culture-specific words and phrases and discussing alternatives, equivalence or non-equivalence

discussing reasons for producing different versions of texts for different audiences

describing the impact of subtle differences in language use and the way meanings are implied rather than explicitly stated, for example, the use of 吧 to indirectly reject or refuse others in 我能来看看你吗？ --- 不太好吧？

avoiding literal (word-for-word) translations when trying to convey the intended meaning, for example, mediating a response to a compliment such as 你的衣服真漂亮。 ---- 哪有啊？

reading bilingual signs in places such as restaurants, shops, pools, schools, hospitals and construction sites (for example, 出口 — 'exit', 入口 — 'entrance'), determining the effectiveness of the English translations and analysing possible reasons for such interpretations

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

exploring a range of dictionaries, including online translation tools, and considering how these tools help or hinder in Chinese learning

Create short bilingual texts on topics of personal interest and on key **content** from other learning areas and provide subtitles or commentary to assist meaning

[Key concepts: **bilingualism**, **identity**; Key processes: translating, interpreting]

(ACLCHC056 - Scootle [↗](#))



Elaborations

translating special terms from their favourite subjects into Chinese, for example, 加、减、乘、除

producing bilingual instructions for classmates, explaining how to perform a particular activity relating to their favourite game or subject

preparing a voiceover text in Chinese for a video presentation about the Chinese language program or the school environment and adjusting anything that is unclear before voice recording

Reflecting

Reflect on the cultural significance of how different groups and members of groups name themselves and are represented by others

[Key concepts: **identity**, group, name; Key processes: describing, considering, reflecting, developing]

(ACLCHC057 - Scootle [↗](#))



Elaborations

comparing Chinese and western cultural symbols, for example, the symbol of the dragon, 龙 across western and Chinese cultures

sharing information about their own membership of diverse groups and exploring how this is expressed in Chinese, for example, 每年春节小明的妈妈都会包饺子。安娜的妈妈每年圣诞节都烤火鸡

exploring the role of language in the formation and expression of identity, for example: Why does my classmate go to Chinese school on Saturday? Why do I speak Chinese to my teacher but feel strange speaking it to my classmates?

analysing expressions of identity encountered in Chinese texts and interactions, and comparing these with their own assumptions about Chinese people and with their own expressions of identity, for example, 龙的传人 (descendant of dragon)

identifying the differences of meaning of multiple terms use to convey a similar concept, for example, comparing representations of foreigners in 外国人有一些不同的习俗 to 老外都很奇怪

reflecting on their own cultural values and norms, comparing them to those of Chinese speakers, and asking, for example: Which of my own values are non-negotiable, and which Chinese values do I feel I should validate and support?

Understanding

Systems of language

Examine differences in sounds and tones, and patterns of sound flow in speech

(ACLCHU058 - Scootle [↗](#))



Elaborations

discriminating between sounds heard in oral discourse, including the range of vowel and consonant combinations, for example, 'qin' versus 'qing' and 'chi' versus 'ci'

examining the diverse meanings of words that share similar sounds (for example, the many meanings of the sound 'shi'), and learning how to differentiate between 同音词 and 近音词 in different contexts, for example, 买东西/卖东西

comparing examples of regional variations in pronunciation, for example, the Beijing use of 儿 and the southern pronunciation of 'shi' and 'si'

listening to interactions between unfamiliar voices at diverse speeds or levels of clarity to develop auditory and comprehension skills

Interpret texts by inferring meaning from common **character components** or position of components, and analyse how reliable this method is in translating (ACLCHU059 - Scootle [↗](#))



Elaborations

estimating the probable sound and meaning of characters based on understanding of familiar radicals and phonetic sides when reading unfamiliar texts, for example, 鸡鸭鹅莺; 但担旦胆


analysing characters containing a common component or side, for example, explaining the features of position, phonetic function and range of sounds in the characters 请清情晴精睛猜

describing characters to classmates by naming their components or sides in sequence, for example, 亻 ('standing man') on the left, 言 ('words') on the right = 信

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, for example, 早饭、中国菜、食物、餐厅

recognising the two-syllable preference in Chinese nouns, and applying this understanding when reading for meaning in words with suffixes such as 学校、学生、学习

exploring the nature of common idioms (成语) and inferring their meanings based on the meanings of individual morphemes and contexts of use, for example, 年年有余、人山人海

Identify and apply features of Chinese grammar and sentence structure to organise and sequence ideas in oral and written texts ([ACLCHU060 - Scootle](#) )



Elaborations


comparing ways in which tense is expressed in Chinese, for example, 了 to indicate completion; 完 to indicate the achievement of a desired result; 想 to indicate intention; verb negation (没有) to indicate incomplete past; and 正在 to indicate action in progress

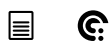
exploring the use of diverse time expressions and ways to sequence events in time, for example, 先...然后; 一...就...; ...了, 就...;才; 第一; 然后

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

exploring and applying the use of conjunctions to sequence and connect ideas when constructing texts, for example, 不但...而且...; 虽然...但是...

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

Analyse how authors adjust features of different text types for different purposes and audiences ([ACLCHU061 - Scootle](#) )




Elaborations

comparing diverse genres with similar topics (for example, 生日会的安排 and 我的生日日记), recognising the differences in purpose, focus of information and language choice

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

Language variation and change

Investigate the extent and dynamic nature of Chinese [language](#) use locally and globally ([ACLCHU062 - Scootle](#) )



Elaborations

exploring the ways in which Chinese language use is fostered among local communities and the use of Chinese in local media such as community radio, TV, newspapers and magazines


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 vs 高手

viewing words in 繁体字 in familiar contexts and applying their understanding of the simplification process to determine the possible meanings and the 简体字 equivalent, for example, 个-個; 说-說; 边-邊

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

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)

reading texts consisting of 名人名言 (such as 孔子说：有朋自远方来，不亦乐乎), and discussing the cultural meaning of the quote and how it is relevant to contemporary language use

Explain how the Chinese [language](#) adapts to social and technological changes ([ACLCHU063 - Scootle](#) )



Elaborations

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

exploring the use of mobile phones and the internet to replace old ways of communication, for example, texting or emailing New Year greetings instead of going to 拜年 in person


comparing features of correspondence and the circumstances in which some forms of correspondence are preferred, for example, why 贺节短信 is popular as a way to save time and money

exploring the ways in which new words and phrases are incorporated into everyday communication in Chinese, for example, how English expressions of emotion (去 happy 吧) are used in chat forums and

text messaging, and how Pinyin abbreviations are used to replace characters (L P = 老婆)

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

The role of language and culture

Compare and reflect on how cultural contexts influence the way **language** is used within and across communities ([ACLCHU064 - Scootle](#) )



Elaborations

identifying the things they take for granted in communication (for example, a shared understanding of gesture, body language and nuances), and reflecting on how these aspects may be interpreted differently by others

discussing how language use varies between communities, and reflecting on how communication is shaped by a community's geographical location, languages and cultures, for example, 计算机 / 电脑, 哪儿 / 哪里

reflecting on how particular words of cultural significance may be interpreted differently by others, for example, 'mate' in Australian context and 兄弟 in Chinese context

inferring the relationship of participants in a spoken interaction by observing word choices and gestures, for example, 老张 / 张校长/张小明, and asking: What titles and terms of address are used for individuals in Chinese? How do these titles compare to English practices?

Years 7 and 8 Content Descriptions

Communicating

Socialising

Exchange feelings, ideas and opinions, establish and maintain friendships and participate in group action

[Key concepts: naming, friendship, politeness, family; Key processes: interacting, exchanging, describing]

(ACLCHC081 - Scootle [↗](#))



Elaborations

exchanging greetings with peers and familiar adults, choosing appropriate greetings to suit age or position (for example, 您好, 老师好) or time of day (for example, 你早, 晚安), and using appropriate tone and intonation

sharing personal ideas and opinions on experiences such as home life and routine, school and education, diet and food, travel and leisure, climate and weather, expressing opinions and preferences and stating reasons to elaborate the message, for example, 我不太喜欢...、我觉得...因为

engaging in class discussion by responding to questions such as 你喜欢运动吗?, expressing agreement and disagreement with others' opinions (for example, 对, 我也很喜欢运动), and making sure that other participants are included in the interaction, for example, 我去过法国, 你呢?

using set phrases to greet, thank, apologise and ask permission from peers and teacher, for example, 我可以上厕所吗? ; 谢谢; 对不起

comparing own experiences to the lives of young Chinese people, for example, 我觉得 7:30 上学太早。我不坐地铁上学, 我坐公共汽车上学

Correspond and collaborate with peers, relating aspects of their daily experiences and arranging sporting and leisure activities

[Key concepts: time, etiquette, place, collaboration; Key processes: exchanging, corresponding]

(ACLCHC082 - Scootle [↗](#))



Elaborations

participating in posting on a shared blog and exchanging personal information (for example, name, age, nationality, school and year level) with students from sister schools, for example, 你好, 我叫 Ann, 我是澳大利亚的学生

responding to correspondence (such as emails, letters or postcards) by answering questions, clarifying meaning (for example, 你说你想来澳大利亚, 是吗?), seeking further information (for example, 你想一月份来吗?) and addressing requests, for example, 澳大利亚一月是夏天, 很热

using supporting images in own writing, for example, using emoticons such as >_<||| to enhance meaning in digital communication

using digital media to produce a bilingual publicity flier for an upcoming cultural or sporting event (for example, 汉语角), to promote Chinese learning among school community members

Informing

Locate and share with known audiences factual information about people, places and events from a range of oral texts

[Key concepts: time, place, number, audience, purpose; Key processes: summarising, synthesising]
(ACLCHC083 - Scootle [↗](#))



Elaborations

listening to or viewing public information texts such as weather forecasts and announcements, and identifying specific information and key words, for example, 点, 度, 米, 公里, 元/块

viewing audiovisual texts such as a cooking program and answering questions from classmates about the key steps and main ingredients, for example, ‘蚂蚁上树’没有蚂蚁。树是粉丝, 蚂蚁是猪肉

obtaining the gist or specific information in spoken texts by focusing on familiar, predictable items in a flow of words, as well as features of voice, gesture and word choice, for example recognising the emotion and degree of enthusiasm or dislike expressed (for example, 我一点儿也不喜欢... compared to 我不喜欢...)

representing gathered information by restating key phrases and explaining reasons for actions and feelings, for example, 她很高兴, 因为...

preparing short presentations of data collected from various sources, including texts in English on familiar people, places and events (for example, 澳大利亚的总理, 澳洲旅游景点, 我是澳大利亚人), and creating supporting visual images such as a timeline

Locate factual information about life in other communities and about aspects of Australian life, including data from graphs and tables, and convey this information to known audiences

[Key concepts: fact, time, place, number, valued knowledge; Key processes: informing, obtaining, processing, stating]

(ACLCHC084 - Scootle [↗](#))



Elaborations

locating and identifying key information in written texts such as timetables, calendars, brochures and advertisements, recognising familiar features of texts and organisation of content, and the word/phrase boundaries in sentences such as 我们学校/有/二百八十七/个/学生/

identifying the categories used to organise graphs and tables by considering common themes across examples listed, for example, deducing that the heading 国籍 means 'nationality' by determining the meanings of 中国, 澳大利亚 in a table column

reading familiar text types such as shopping brochures, understanding particular phrases such as 八折, and working out the final price, with the support of online dictionaries and word lists

recognising markers of time (for example, 第二天) in a sequence of events to monitor information flow and assist reading for overall meaning

presenting information in alternative formats to suit different purposes and the needs of the reader, for example, creating graphs or tables to categorise information when contrasting 澳大利亚和中国的地理

Creating

Express opinions about imagined characters and events seen and heard in contemporary media and performances, and create own portrayals of characters using gesture, action, stress, and modelled phrases

[Key concepts: experience, emotion, character; Key processes: performing, expressing, responding]

(ACLCHC085 - Scootle [↗](#))



Elaborations

watching segments of texts in Chinese, such as popular music videos from various sources of media, and expressing personal opinions, for example, 我觉得...很有意思

performing Chinese songs and experimenting with rhythm, voice, emotion and gesture to convey the intended sentiment and meaning of songs and rhymes and enhance performance

comparing stories and characters in both Chinese and Australian popular media, and exploring themes and topics that interest young people from different cultural backgrounds, such as 澳大利亚的年轻人也很喜欢看动作片。成龙很有名

creating short plays or skits and taking on roles in imagined scenarios such as visiting or hosting a Chinese friend, a shopping experience or a fashion show

assuming the role of a young Chinese person in the performance of a play about, for example, celebrating Chinese New Year

creating and performing a rap about learning Chinese, experimenting with voice, gesture and action

to convey different emotions and attitudes, including use of word stress to alter the way meaning is expressed and interpreted, for example, exploring the implications of expressing 不要 with varying degrees of volume and emphasis

Respond to simple narratives and **create** short texts about imagined **characters** and events

[Key concepts: experience, imagination; Key processes: recounting, responding]

([ACLCHC086 - Scootle](#))



Elaborations

creating digital stories by producing labels for pictures, photos and cartoons in combination with sound, voice and music to convey a sequence of events in imagined contexts

reading jokes or cartoons in Chinese and discussing how humour is conveyed through words and the presentation of ideas, comparing this to humour in English and discussing whether 'entertainment' means the same thing in different languages and cultures

reading short texts such as comics and cartoons, and matching labels and speech to the characters to convey ideas and emotions, for example, using euphemistic phrases to capture the emotions and reactions of characters (真的吗? 真倒霉! 哎呀!)

plotting a storyline, considering: Who is the main character? How can I make this character interesting to readers? How can I sequence my story to grab the reader's attention?

Translating

Translate simple texts from Chinese to English and vice versa, identifying words and phrases in Chinese that do not readily translate into English, using contextual **cues**, action and gesture to assist **translation**

[Key concept: politeness symbols; Key processes: translating, interpreting]

([ACLCHC087 - Scootle](#))



Elaborations

translating English texts into Chinese, focusing on overall meaning, and identifying how best to interpret key words, for example, the use of 是 after first-, second- and third-person pronouns; numbers with measure words; possessives with 的; plurals

identifying Chinese symbols in print and digital texts (for example, the longevity symbol), and developing ways to include the culturally attached value when expressing the meaning of these symbols in English

learning how to look up unfamiliar characters and words in bilingual dictionaries, and experimenting with different online dictionaries and translation tools to investigate how specific meanings are rendered into English

translating public texts in Chinese (for example, signs in shops and restaurants) into English and explaining their possible meaning and purpose, for example, translating the sign 休息中 on an unlit shop window to mean 'closed' instead of its literal translation, 'resting'

using etiquette phrases within appropriate contexts and discussing whether the translation of 对不起 is the same across contexts, for example comparing its meaning in 对不起, 让一让 and 对不起, 我错了

Interpret common colloquial phrases and culturally specific practices from Chinese contexts into Australian contexts and vice versa, identifying contextual restraints and considering alternatives [Key concepts: equivalence, representation; Key process: translating]

(ACLCHC088 - Scootle [↗](#))



Elaborations

watching interactions in Chinese between peers or in texts (for example, viewing a segment of a movie), and interpreting the meaning of the dialogue as well as comparing culturally determined manners or behaviour

interpreting key ideas from Chinese to English with explanation of the context and the use of fixed phrases, for example, discussing what Chinese parents would say to their child when dropping them off at school as the Chinese version of 'Have a good day' (听老师的话, 不要调皮); what is the English version of 加油; and why people say 加油 at a Chinese sports event

explaining key cultural concepts and practices to English speakers through translation, for example: Do we translate 春节 as 'Spring Festival' or 'Chinese New Year'? Why is 端午节 called 'dragon boat festival' in English? Does this translation capture the essence of this celebration? What is lost in translation? What are similar examples in English?

considering how aspects of life in Australia that are culturally determined or reflect culture-specific behaviours may be rendered in Chinese, such as Anzac Day, Australia Day, the Ashes cricket

Reflecting

Reflect on personal experiences and observations of using and learning Chinese **language** in familiar contexts, and use these reflections to improve **communication**

[Key concepts: respect, **context**; Key processes: reflecting, observing]

(ACLCHC089 - Scootle [↗](#))



Elaborations

discussing appropriate language choices across cultures, for example, when meeting people for the first time or interacting with older people (such as a parent's friend); how presentation of the residential address in Chinese and English reflects certain values in the different cultures

reflecting on their own English language use in response to their observations of Chinese speakers, for example, the words they use (slang, complex terminology), how they speak (tone, accent), and how they vary their language in different contexts and with different people

engaging with Chinese speakers through organised school activities (such as Skyping students at a Chinese school or welcoming visitors to own school), recording moments when difficulty is experienced in communication and reflecting on the cause of this difficulty

reflecting on aspects of their own identity, including what their membership of diverse groups says about who they are and what they consider important, for example, 我是澳大利亚人和日本人；我是老大；我参加学校的足球队

noticing how relationships with others — for example, friendship groups (我的朋友是 Lisa 和 George, 我们都很聪明), ethnic group (我是德裔澳大利亚人) — influence language choices and preferences for learning content

selecting information to share with a particular audience (for example, students from a sister school in China), asking: Why do I think this information is important to represent who I am? Why do I think my audience would find this information interesting and relevant?


comparing expressions of identity encountered in Chinese texts and interactions with their own sense of identity, for example, 他是美籍华人

observing interactions between Chinese speakers, and discussing the context and language use (for example, a family eating out in a restaurant, noticing seating arrangements, the background environment and how dishes are ordered and presented) and how this compares to their own experience

discussing how language and gesture are used to communicate in English and how these features would be understood when interacting with Chinese people; identifying how their communication styles may need to be altered when conveying ideas in Chinese

Understanding

Systems of language

Recognise the tone-syllable nature of the spoken language, discriminate use of tones, rhythm, and sound flow in interactions, and use Pinyin to support learning the spoken language ([ACLCHU090 - Scootle](#) )




Elaborations

exploring key features of Chinese phonology, examining the range of sounds and recognising how spoken syllables and tones are represented in Pinyin, by spelling words in Pinyin, or reading aloud

words and sentences in Pinyin with attention to pronunciation, tone and phrasing

differentiating between sounds and tones when listening to or producing spoken Chinese, for example, distinguishing between 我买 / 我卖东西, or between 庄 (zhuang) and 专 (zhuān)

recognising and discriminating between homonyms in Chinese (for example, shì — 是 and 室), relying on context to assist understanding, and differentiating syllables with different tones, for example, shì (是) and shí (十)

Identify how character structure, position and component sequences relate the form of a character to its particular sound and meaning ([ACLCHU091 - Scootle](#) )



Elaborations

learning the number, nature and sequence of strokes; exploring the range of stroke types used in characters; learning to write with a focus on stroke direction and order, and on balance and proportion within the square

comparing writing across languages, recognising differences in stroke sequences and word formation (letter strings versus character squares), word spacing, punctuation and text direction

learning the origins and features of components encountered in characters, and analysing the formation of characters, including recognising the frequency and positioning of common components (for example, 人、女、日、月) and their function or relationship to a compound character, for example, 人 in 他、认、从

decoding characters by analysing their structure and the number of components, and recognising familiar components


applying their knowledge of characters to learn to read and write new characters, and developing strategies for learning, for example, making connections between characters with a common component (你、他、们)

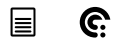
identifying contextual meanings of key morphemes in diverse contexts, for example, 天, 日, 二/两, 你好 versus 好玩

identifying the relationships between the meaning of individual morphemes in words and exploring how these morphemes apply in a wider range of word contexts

explaining the use of common suffixes (子、里、面) and key morphemes (电、家、物、机)

understanding how new concepts are interpreted in Chinese by analysing the nature of technology-related terms expressed in Chinese, for example, 电脑、短信、博客

Identify and use the characteristics of Chinese word order and explain the use of Chinese-specific grammatical features ([ACLCHU092 - Scootle](#) )



Elaborations


analysing the variety of verb types found in Chinese — for example, adjectival verbs (高、大) and modal verbs (会、可以) — and the placement and use of adverbs, for example, 都 to indicate inclusion; 就 to indicate sequence

identifying the placement of time and place phrases; the use of conjunctions (for example, 和 to add information; 还是/或者 to offer or indicate choices); and the role of measure words, for example, 个、只

exploring the clauses of a sentence in Chinese and noticing how they are linked coherently, for example, 他叫王晓明, (他) 是我的朋友 (zero subject/pronoun)

explaining the concept of 'tense' across languages, for example, asking: What tense is used in English to share ideas about a future activity? Can you exemplify how future tense is used in English? How is future tense expressed in Chinese? (我明天去北京, 下个星期去上海)

applying processes of discourse development by joining, contrasting and sequencing using 也、和、但是、就, and exploring the use of cohesive devices and ways of extending, sequencing and elaborating ideas, for example, through the use of connectives, conjunctions and subject pronouns

Identify the characteristics of familiar text types, noting particular textual features distinctive to Chinese ([ACLCHU093 - Scootle](#) )



Elaborations

exploring features and conventions of Chinese texts, including lack of word spacing and punctuation, and variability in text direction, and comparing texts in traditional characters with texts in simplified characters

describing the major features of familiar text types in Chinese (for example, narratives), and experimenting with analysing Chinese texts, for example, recognising the 'problem' and the 'resolution' in a narrative


comparing textual features and language used in different types of written communication within and across languages, for example: How does the formatting of a letter and an email differ in English? Why are there such differences? How does the formatting of a letter in English compare to Chinese formatting?

discussing how the organisation of information reflects concepts of hierarchy and authority, for example, the placement of the date in personal correspondence; how the address is organised on a letter (小区名, 楼号, 楼, for example, 龙江小区蓝天园15栋2单元504室)

comparing textual and linguistic features in diverse forms of written Chinese texts, such as letters, emails and text messages, and exploring the use of visual symbols such as emoticons in digital correspondence

experimenting with features of text presentation in Chinese, for example, text direction, word spacing, punctuation, and overall paragraph format when using squared paper

Language variation and change

Recognise diversity in Chinese [language](#) use within different communities and regions, such as dialects, and local languages and character systems ([ACLCHU094 - Scootle](#) )




Elaborations

exploring ways Chinese language use is fostered among local communities and the use of Chinese in local media such as community radio, TV, newspapers and magazines

identifying examples of Chinese language used in commercial shop signs, advertisements, food and product packaging, and public notices in local areas, and exploring diversity in Chinese character texts by viewing texts containing diverse styles and fonts, including calligraphy scripts, handwriting and digital fonts

exploring the range and distinctiveness of different dialects in Chinese-speaking communities, including those dialects regularly used in the local community

knowing that China's minority nationalities have their own languages and exploring the issues in language maintenance in such contexts

Identify traditional phrases and contemporary terms in everyday [language](#) use and the role of technology in changing the way people communicate ([ACLCHU095 - Scootle](#) )



Elaborations

discussing contexts where 繁体字 and 简体字 are used in Chinese-speaking communities today and exploring the use of these scripts as an expression of local identity, for example, in Hong Kong and Taiwan, or in local temples, signs and newspapers

understanding the nature of and reasons for the simplification process by analysing and comparing characters in both systems (简体字 and 繁体字), for example, 门-門;国-國;这-這


appreciating the role of myths, legends and 成语 in contemporary language use, for example, reading texts containing 成语, such as 井底之蛙, 画龙点睛 within 成语故事, and discussing their intended meaning, and the cultural importance of classical language employed in contemporary

contexts

discussing how languages influence each other, for example, how foreign concepts are represented in Chinese; interpreting the meanings of transliterations such as 可口可乐, translations such as 热狗, and hybrid forms such as 因特网

noticing the use of English phrases and sentences in Chinese interactions (for example, 拜拜, or a few lines of English in a Chinese pop song), and discussing the reason for the 'code-switching'

The role of language and culture

Discuss how language choices reflect cultural practices, including clarifying roles and relationships between participants in interactions ([ACLCHU096 - Scootle](#) )



Elaborations

discussing cultural values reflected in language use (for example, in relation to celebrations) and how they influence interactions, for example, by asking: In the colloquial phrase 合家团圆, what is 团圆? Why wish people 团圆? Does this have the same meaning in Australian culture? What's the relationship between the language use and the Chinese values in this phrase?

identifying aspects taken for granted in communication (for example, a shared understanding of gesture, body movement and word meanings), and comparing ways people interact across cultures, asking, for example: How do Chinese people use gesture? Which non-verbal cues are shared with English speakers? Do they mean the same thing in both cultures? How does not understanding these differences impact on how we perceive each other?

exploring the nature of the concept of 'family' in Chinese culture and how this influences relationships between individuals, for example, addressing adults as 叔叔 or 阿姨

experimenting with multiple ways of expressing similar meanings in Chinese (for example, 你叫什么? 你叫什么名字? 你几岁? 你多大?) and discussing the differences in the context of use

discussing how different roles and relationships are reflected in or impacted by word choices, for example, whether/when it is appropriate to ask someone's age, when to say 你几岁? or 你多大了? or when to use 你属什么?

considering the different ways of addressing people in authority (李老师; 王校长) and how this reflects the importance of respect and hierarchy in Chinese culture

Years 7 and 8 Content Descriptions

Communicating

Socialising

Interact and socialise with familiar groups and individuals, exchanging personal information such as sporting achievements, favourite pastimes, and sharing perspectives on aspects of contemporary life such as popular music,

[Key concept: perspective; Key processes: transacting, connecting]

([ACLCHC161 - Scootle](#))



Elaborations

contributing to class discussions to share opinions on topics such as homework and study habits, parental expectations and generational differences; elaborating on own perspectives, clarifying ideas and opinions (for example, 奥运会 我既为澳大利亚加油 也为中国加油, 因为这两个国家对我来说都很重要), and summarising various perspectives in interaction, for example, 大家的意思是... or 也就是说...

initiating conversations to share aspects of personal world such as a recent overseas holiday, future plans, achievements in life, for example, 你知道我今年冬天去了哪儿吗? 说起来真好玩

acknowledging others' ideas and indicating agreement or disagreement in non-judgmental ways (for example, 我们也没办法, 不得不...); using language to persuade or influence others, for example, listing possible consequences (要不然; 如果... 的话; 那么 ...)

eliciting others' opinions; exploring others' perspectives and the influences on their perspectives; asking questions and inviting elaboration (for example, 你为什么说...?); and responding to others' opinions by providing a different perspective, for example, 你说你喜欢滑雪, 我也很喜欢滑雪。因为滑雪不仅有趣, 它也是很好的运动, 可以锻炼身体; 你还可以和家人一起滑雪, 所以它也是很好的家庭活动

sharing experiences relating to school (for example, camps, excursions, class activities) and leisure (for example, sporting competitions, television programs, family holidays) with participants of online communities of Chinese speakers, such as educational blogs

responding to enquiries from others through correspondence and online communities, and describing lifestyle of Australian young people with attention to what makes Australia unique, 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

using mobile technologies to maintain contact, share thoughts and experiences, and plan activities

with Chinese classmates

Participate in planning joint projects and events that would benefit the local community, justifying choices and making decisions

[Key concepts: community, benefit; Key process: interpreting, negotiating, collaborating]

([ACLCHC162 - Scootle](#))



Elaborations

collaborating with others to organise a community event, taking initiative in negotiating roles

participating in projects to benefit other learners and speakers of Chinese, for example, developing readers or multimedia learning tools for young Chinese children in the community; establishing a peer mentoring program to support learners of Chinese in local primary schools

making purchasing decisions by comparing prices of items from a range of suppliers, as well as features such as country of origin, quality, reliability, warranty and safety

requesting financial advice as part of responsible decision making when purchasing goods and services, for example, 我们可以花多少钱？这个一下就占了一大半，还是买便宜一些的那个吧

creating posters to promote activities among young people in Chinese communities within and beyond the school, for example, a language and culture club, sporting team

using social media to access a wider audience and promote intercultural understanding and awareness of the lifestyles and achievements of young Chinese Australians

promoting healthy living among Chinese peers by creating posters educating youth on the benefits of healthy eating and exercise, as well as the importance of success at school

Informing

Collate and analyse information from a range of sources to develop a position on an issue

[Key concepts: bias, perspective; Key processes: collating, analysing]

([ACLCHC163 - Scootle](#))



Elaborations

accessing information from a range of sources, such as familiar adults, TV advertisements or documentaries, to inform self and others on topical issues

comparing information presented in various sources (for example assessing information about China in tourism videos from China and Australia), and sharing information about the differences of focus and possible reasons for these differences

preparing and organising a learning activity such as 小老师课堂 to engage peers, and contributing to discussions to share information drawn from a range of sources, such as documentaries and personal sources, for example, 昨天让大家采访一下家人，来帮助我们谈谈中国的方言。你们都采访了谁？

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

Plan and convey key points of information and opinions based on information drawn from a range of sources

[Key concept: multiculturalism; Key processes: collaborating, comparing, evaluating]

[\(ACLCHC164 - Scootle !\[\]\(8d0f0e0fe25b320c33272c52aec1fbca_img.jpg\)](#))



Elaborations

engaging with different representations of ideas, comparing perspectives and developing an informed position on issues relevant to their life, 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...

discussing perspectives and comparing experiences and opinions relating to issues such as 独生子女政策, noting how some people focus on positive effects on society while others focus on their own 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 international students in Australia

collating information from personal research and writing reports on issues relevant to young people across cultures, for example, pressure to follow fashions and trends, bullying in schools, and inspirational people

Creating

Express opinions about how popular imaginative texts, including poems and 故事, reveal important cultural values

[Key concepts: values, beliefs, attitudes; Key processes: comparing, contrasting]

[\(ACLCHC165 - Scootle !\[\]\(06a315363e7801bba8c7489a6694af19_img.jpg\)](#))



Elaborations

describing how emotions, attitudes or intentions of a performer, author or character are conveyed through language, and analysing how emotions (for example, happiness, sadness, homesickness) are expressed in popular songs or TV programs

viewing popular TV programs designed for Chinese youth, sharing individual responses or reactions

to forms of Chinese entertainment, and comparing features of performance across cultures

understanding how music, imagery and stereotypical representations of people, places and practices are used in contemporary youth media to influence audience responses

exploring regional and generational influences on popular culture of the Sinophone world (such as 港台流行歌曲；港片), and identifying different concepts of 'beauty' in different eras, for example, 60年代流行..., 70年代流行...

comparing features of performance in different media (such as radio, television and online videos), and discussing how entertainment is changing with technology

producing creative texts in response to literary texts such as 《某某后传》, reflecting the literary styles and methods identified in such texts

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

discussing themes and meanings of traditional texts, including classical poems (for example, 《静夜思》, 《春晓》, 《咏鹅》) and stories, fables and legends (for example, 《孔融让梨》、《井底之蛙》、《铁杵磨针》)

Create narratives that express the everyday experiences of young people, experimenting with dialogue [Key concepts: imagination, attitude, beliefs; Key processes: analysing, creating]

(ACLCHC166 - Scootle [↗](#))



Elaborations

collaborating to prepare and present short dramatic or humorous performances that reflect situations or experiences drawn from their own Chinese cultural environment, such as generational and cultural differences encountered at home

creating songs or jingles to promote products, services or events in imaginative ways

creating written and multimodal 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

developing skills in drafting and editing own writing, collaborating with others to enhance stylistic and creative features of own written expression

Translating

Translate short texts for different audiences, identifying what is lost in translation and considering

alternative ways to explain key points

[Key concepts: concept, public, personal; Key processes: comparing, translating]

([ACLCHC167 - Scootle](#))



Elaborations

identifying the challenges of translating some concepts (for example, 龙的传人: 'descendant of dragon'), and developing strategies to overcome these; asking, for example: What is lost in translation? Why can't we just translate word for word? Why does context matter?

translating short phrases or texts, noting culture-specific words and phrases, and discussing alternatives, equivalence or non-equivalence

discussing reasons for creating different translations for different audiences

comparing alternative ways of translating to identify 'normality' in one's linguistic and cultural context, for example, using the term 软饮料 instead of 无酒精饮料 assumes the reader/audience has a degree of connection to English to understand meaning of 软

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

Create bilingual texts relating to other learning areas and topics of interest, considering the influence of different roles, relationships, settings and situations when interpreting both Chinese and English

[Key concepts: [audience](#), [context](#), [bilingualism](#); Key processes: identifying, translating, interpreting]

([ACLCHC168 - Scootle](#))



Elaborations

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

using Chinese dictionaries to enhance understanding of subtle differences in how and when words are used, and applying this knowledge to interpreting meanings in texts and interactions

Reflecting

Reflect on own intercultural experiences, and contrast ways in which people of different generations, genders and linguistic backgrounds use [language](#) and respond to different experiences

[Key concepts: change, continuity; Key processes: reflecting, shaping]

([ACLCHC169 - Scootle](#))



Elaborations

recognising own tendency to generalise or stereotype during interactions (for example, 地域歧视),


being sensitive to the possibility of causing offence to others in interaction, and considering questions to ask about the other person's cultural background, for example, 你父母是大陆人吗？, 你父母的老家在中国甚么地方？

participating in cultural events, and reflecting on cultural similarities and differences, and on how cultural practices change in a different context, for example, 我们家不过中秋节，因为大家都觉得不太重要。母亲节那天我们全家去爷爷奶奶家一起吃饭

being aware of how own ideas may be perceived by others based on language choice, including code-switching, for example, 我妈妈不喜欢我说汉语时夹着英语，但是我和朋友经常这样说，她也经常这样说。有的时候姥姥听不懂，我就会想想全部用汉语该怎么说

Understanding

Systems of language


Identify changes in tone that occur when words or tones are combined, recognise atonality in rapid connected speech, and use this knowledge to aid in interpreting meaning ([ACLCHU170 - Scootle](#) )



Elaborations

comparing ways they pronounce and use spoken Chinese with peers and other Chinese speakers, and determining the influences on their own language use, such as TV, parents, dialects spoken

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

Use character and component knowledge to infer sound and meaning of new characters encountered in texts, and examine component form and function to associate the correct sound and meaning with individual characters ([ACLCHU171 - Scootle](#) )



Elaborations

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

categorising words containing a common morpheme to better understand the relationship between morphemes and specific word meanings, for example, using Chinese dictionaries to explore the range of words created from common character morphemes such as 情 (情感、情趣、情形) and 性 (性能、性别、性格)

discriminating between the functions of morphemes with related meanings, for example, 餐, 饭; 做,

作

exploring influences on word formation, for example, the school subject 'Language' is called 语文 in China not 汉语 or 中文


Recognise ways of organising and expressing ideas in Chinese ([ACLCHU172 - Scootle](#) )

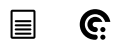


Elaborations

using connectives (连接词) and sequencing expressions (for example, 首先。。。其次。。。) to enhance flow and clarity of ideas

organising information in different ways, discussing the logical flow of the information and whether it suits the audience's needs, 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

Identify structure and organisation of different texts, including expositions, procedural texts and recounts, and use these in their own speech and writing ([ACLCHU173 - 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

comparing the ways in which similar ideas and concepts are presented in different genres, discussing the impact of genre choice on text structure and language use (for example, in imaginative and evaluative texts), and determining how language choices achieve the desired effect

exploring the traditional structure of persuasive texts in Chinese, such as 总起-分述-总结, and discussing its effectiveness

reading samples of formal texts, such as news articles, official letters and informative reports, and identifying how the language use compares to their own everyday speech

Language variation and change

Understand how language is used to reflect different roles, relationships, settings and values and modify language use in diverse contexts ([ACLCHU174 - Scootle](#) )



Elaborations

observing interactions 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 a

participant is identified as a person of authority

reading texts such as 《人民日报》, and identifying words and phrases used to establish authority, objectivity and the purpose of interaction

noticing and describing differences in accent and dialect when listening to Chinese speakers from diverse regions

exploring the use of *I* 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 *I* versus 高手

interpreting the relationships of participants in a spoken interaction by observing word choices and gestures, for example examining what titles are used for individuals in Chinese (for example, 老张 / 张校长/张小明)

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

Explore the significance of tradition in 名人名言 and 经典, and contemporary influences on [language use \(ACLCHU175 - Scootle !\[\]\(05be7c7a8995decd503647c99211f7c2_img.jpg\)](#))



Elaborations

reading traditional-form texts on familiar topics and inferring meanings of key characters

comprehending texts in traditional characters encountered in everyday contexts by drawing a connection with the character's simplified version, for example, 匾 used at a tourist site

Role of language and culture

Explain how communicative practices are influenced by engagement with different languages and cultures ([ACLCHU176 - Scootle !\[\]\(a8f9309f944226d1420f5fed22e2b6e6_img.jpg\)](#))



Elaborations

exploring uses and meanings of word categories (such as colours, celebrations, animals) across languages and cultures, for example, the assumption in Australia that a cake with candles must be a birthday cake; the use of colours to reflect mood

analyse culture-specific values in Chinese (such as face, harmony, group identity), and explore how these are applied in own language use, for example expressing modesty and respect through the expression 多多指教

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)

Years 7 and 8 Content Descriptions

Communicating

Socialising

Interact with peers and familiar adults, exchanging opinions and feelings and establishing friendships
[Key concepts: [context](#), choice; Key processes: responding, transacting, exchanging]

([ACLCHC194 - Scootle](#))



Elaborations

exchanging greetings with peers and familiar adults, choosing the appropriate greeting to suit age or position (for example, 您好, 老师好) or time of day, for example, 你早, 晚安

responding to invitations to participate in personal celebrations, including accepting and declining in appropriate ways, for example, 谢谢你的邀请, 祝你生日快乐。但是我星期日要...对不起, 不能参加你的聚会。希望你玩得高兴

sharing personal ideas and opinions on experiences such as home life and routine, school and education, diet and food, travel and leisure, climate and weather, expressing opinions and preferences, and stating reasons to elaborate the message, for example, 我不太喜欢...、我觉得...因为

exchanging information and opinions in class dialogue, responding to questions (for example, 你喜欢运动吗?), expressing agreement or disagreement with others' opinions (for example, 对, 我也很喜欢运动。) and ensuring that other participants are included in interaction, for example, 我去过法国, 你呢?

comparing own experiences to the lives of young people in other Chinese-speaking communities, for example, 我觉得 7:30 上学太早。我不坐地铁上学, 我坐公共汽车上学

using set phrases to greet, thank, apologise, and ask permission from peers and teacher, for example, 我可以上厕所吗? ; 谢谢; 对不起

following teacher's instructions such as 站起来 or 我们看书 and restating teacher's instructions to peers when needed (for example, 老师说我们...再...); responding to teacher's questions with actions or answers, for example, 懂了吗?

responding to teacher's praise (for example, 非常好, 太棒了) or suggestions, for example, 明天做, 今天休息

participating in a shared blog and exchanging personal information such as name, age, school, year level and nationality with readers from a sister school, for example, 你好, 我叫 Ann, 我是澳大利亚的

学生

responding to correspondence, such as letters from pen pals, including by answering questions, clarifying meaning (for example, 你说你想来澳大利亚, 是吗?), seeking further information (for example, 你想一月来吗?) and addressing requests, for example, 澳大利亚一月是夏天, 很热

maintaining contact with classmates and recording events in everyday life by keeping a weekly or daily online journal or blog, recording highlights of school or home life and leisure activity (for example, 今天我的足球队又输了, 真没劲!) or a holiday experience, for example, 袋鼠岛游记

composing messages in an appropriate format for text messages, emails and letters, and using appropriate terms of address, for example, 敬爱的王老师 (for a formal letter) or 嘿, 小王, 最近好吗 (for a casual letter or message)

Participate in planning individual and group action to contribute to school and local community, making choices from available options

[Key concepts: leisure, education, relationships; Key processes: transacting, exchanging]

([ACLCHC195 - Scootle](#))



Elaborations

participating in conversations in imagined scenarios involving purchasing items, asking questions about availability and range of goods (for example, 你有没有红色的? / 你有什么颜色的?) and specifying quantity or type of item when selecting from options, for example, 三斤苹果, 一包糖, 我要买这件

negotiating with peers on colour, size, quantity and other aspects of goods and services, and making decisions based on collective opinions, for example, 我喜欢那个...你喜欢... 所以, 我们应该...

completing transactions by confirming price (for example, 多少钱? 五块吧) and exchanging money, recognising Chinese currency

creating posters or fliers to promote cultural events to the local Chinese community and the community at large, such as 悉尼艺术节, XXX音乐剧

producing Chinese language versions of school promotional materials to assist the Chinese community to engage with school activities, for example, a school fete, principal's tour, sister school visit

Informing

Locate and organise key points of information from a range of familiar sources

[Key concept: information; Key processes: collating, analysing]

([ACLCHC196 - Scootle](#))



Elaborations

applying knowledge of the world and their own experience to assist understanding of the meaning of texts, such as by discussing topics studied in other learning areas and exploring related Chinese texts, for example, understanding 黄山归来不看岳 by connecting knowledge or experience of visiting 黄山

making connections between images and charts and the content of texts, and identifying key words to locate information, for example, in the chapter headings of a book

listing possible resources before undertaking a research project and giving reasons for why these resources might be useful

listening for structural cues such as signposting, and considering images, music and voice to enhance understanding of key ideas conveyed, for example, identify changes in tone of voice and pacing to indicate potential danger or a sense of **urgency**

experimenting with different note-taking strategies when listening, for example, noting key words in Pinyin and recording numbers using Arabic numerals

listening to or viewing public information texts such as weather forecasts and announcements and identifying specific information and key words, for example, 点, 度, 米, 公里, 元/块

viewing texts such as a cooking program and answering questions from classmates on key procedures and main ingredients, for example, 蚂蚁上树没有蚂蚁。树是粉丝, 蚂蚁是猪肉

obtaining the gist or specific information when listening to a flow of words by focusing on familiar, predictable items, and identifying aspects of voice, gesture or language choice that convey varying degrees of enthusiasm or dislike, for example, 我一点儿也不喜欢... compared to 我不喜欢...

collating information and ideas to present to others using various tools and charts and with consideration of the relevance, organisation and sequencing of information, for example, considering: What is the best way to introduce the topic? What do they want the audience to remember? What is the main message being communicated?

representing information to others by restating key phrases and explaining reasons for actions and feelings, for example, 她很高兴, 因为...

Represent factual information related to other learning areas and on topics of interest in a range of texts and formats for different audiences

[Key concepts: information, data, significance, legacy; Key processes: locating, analysing]

([ACLCHC197 - Scootle](#) )



Elaborations

preparing and creating a video clip to share with peers overseas introducing aspects of local culture, including interesting places, history, famous people, and lifestyle, for example, 墨尔本的电车

creating posters (for example, about a local city or popular site) to convey information to Chinese peers, using pictures, maps and data to support text

presenting information in alternative formats to suit the purpose and the needs of the reader, for example, creating graphs or tables to categorise information when contrasting 澳大利亚和中国的地理

selecting words from word lists to create informative texts such as signs, slogans and notices, and using electronic tools such as a digital dictionary to extend own expression

obtaining and representing information from texts that include both text and visual images to explain aspects of lifestyle or culture in different communities, for example, TV guide, brochures, advertisements or timetables

presenting information on topics of interest related to the natural world, human history and endeavour, geography, or the built environment, using visual supports such as tables, charts, calendars and maps

analysing what information is needed to research a topic, employing Chinese search engines to access diverse sources of information online and choosing the most suitable sources, for example, 这个网站看上去像正规网站吗？这个网站是官网吗？

Creating

Interact with and express opinions on a range of imaginative texts

[Key concepts: imagination, attitude, beliefs; Key processes: analysing, creating]

([ACLCHC198 - Scootle](#))



Elaborations

viewing segments of texts such as popular music videos in Chinese from various sources of media, such as Pop Asia on SBS, and expressing personal opinions, for example, 我觉得...很有意思

comparing stories and characters in Chinese and Australian popular media and identifying the themes and topics that interest young people from different cultural backgrounds, for example, 澳大利亚的年轻人也很喜欢看动作片

reading short texts such as comics and cartoons, and identifying words, phrases and expressions the author has used to capture characters' emotions and reactions, for example, euphemistic phrases such as 真的吗？真倒霉！哎呀！

reading extracts from culturally significant Chinese children's literature, discussing their personal responses to the characters and storyline, and relating the story to personal experience or

expressing empathy for characters

reading jokes or cartoons in Chinese, discussing how humour is conveyed through words and the presentation of ideas, and comparing with humour in English, discussing whether ‘entertainment’ means the same thing in different languages and cultures

reading children’s literature, including fables and traditional stories, exploring values and morals such as the concept of 寓意 in 动画片, 小人书, and comparing values and morals conveyed through texts across cultures, for example, 凿壁偷光, 塞翁失马 (你能找到英语中类似的说法吗? 你觉得这个故事的寓意在澳大利亚有意义吗?)

Adapt events and **characters** from popular Chinese narratives for particular audiences and to **create** specific effects

[Key concepts: sequence, story; Key processes: adapting, creating]

([ACLCHC199 - Scootle](#))



Elaborations

creating songs or jingles to promote products, services or events in imaginative ways

performing Chinese songs, experimenting with rhythm, voice, emotion and gesture to convey the songs’ intended sentiment and meaning and to enhance entertainment

exploring personal response to people, places, events and experiences within texts (for example, creating a diary entry from the perspective of a character encountered in a traditional story), and reflecting on language choices made

creating short narratives to capture the experiences, thoughts and emotions of characters in imagined contexts

creating digital stories by producing labels for pictures, photographs and cartoons, and presenting them in combination with sound, voice and music to convey a sequence of events

plotting a storyline in Chinese, considering: Who is the main character? How can I make this character interesting to readers? How can I sequence my story to grab the reader’s attention?

creating narratives to describe imagined experiences in diverse contexts, based on sample topics and texts, for example, imagining a visit to China and recounting a visit to a homestay family or an adventure on the Great Wall, or describing experiences when a Chinese student comes to stay in Australia

creating stories in various literary styles (for example, 记叙文、散文、诗歌), experimenting with descriptive language to capture the intensity of characters’ emotions and to create tension, for example, 我看到好多漂亮的花, 有粉红的, 雪白的, 真是太美了

Translating

Translate short texts and identify words and phrases in Chinese that do not readily translate into English

[Key concept: equivalence; Key processes: comparing, translating]

([ACLCHC200 - Scootle](#))



Elaborations

reading bilingual texts such as advertisements and signs, and exploring the effectiveness of and reasons for particular translations

reading children's stories in bilingual form and identifying which ideas in Chinese and English may or may not translate directly

observing interactions between speakers of Chinese and describing the interaction in English, including features of prosody as well as language

observing an interaction between a teacher and students in China and contrasting the patterns of interaction displayed with their own experience in Australia

explaining culture-specific concepts such as humility (谦虚) to people from different cultural backgrounds, providing examples of when and how 谦虚 should be shown and how it is understood by participants in an interaction, for example, when accepting/denying praise

identifying times when it is useful to employ words or phrases not normally used in English, for example, applying Chinese speech patterns when speaking about family members in English to a Chinese person, such as saying 'my brother's son' instead of 'my nephew'

identifying cultural differences in how meanings are conveyed by comparing texts in Chinese and English, for example, public announcements, TV advertisements, information brochures, public notices and signs

Create simple bilingual texts for different audiences, considering the influence of different roles, relationships, settings and situations

[Key concepts: [audience](#), [context](#), [bilingualism](#); Key processes: translating, interpreting]

([ACLCHC201 - Scootle](#))



Elaborations

acting as interpreter for visitors of diverse backgrounds and communicating their message to speakers of other languages, applying strategies such as clarifying, rephrasing and explaining when mediating cultural concepts

using a range of resources to assist in creating a Chinese translation of an English language text, exploring the functions of print and digital translation tools and discussing their strengths and weaknesses

appreciating the role of code-switching as a tool for mediating language and culture, and applying it in their own communication

Reflecting

Reflect on personal responses and reactions during interactions in Chinese such as talking with a Chinese adult or interacting online with Chinese peers

[Key concepts: reflection, place; Key processes: reflecting, observing, noticing]

([ACLCHC202 - Scootle](#))



Elaborations

engaging with Chinese speakers through organised school activities, for example, communicating with students at a Chinese school via Skype or welcoming visitors to own school), recording moments when difficulty is experienced in communication, reflecting on the cause of the difficulty, and noticing how next interaction improves

observing interactions between Chinese speakers and noticing the difference word choices and use of gesture among participants

identifying language use in different contexts, such as a family eating out in a restaurant (for example, noticing the seating arrangement, the background environment and how dishes are ordered and presented) and discuss how this compares to one's own experience

comparing how language and gesture are used to communicate in English and how these features would be understood when interacting with Chinese people; identifying how their communication style may need to be altered when conveying ideas in Chinese

improving language choices across cultures, such as when meeting people for the first time (for example, when being introduced to a parent's friend);

comparing how the residential address in Chinese and English reflects certain values in the different cultures


recognising their own tendency to generalise or stereotype during interactions (for example, 地域歧), and considering questions to ask about the other person's cultural background, being sensitive to the possibility of causing offence

participating in cultural events and reflecting on how cultural practices change in a different context, for example, 我们家不过中秋节，因为大家都觉得不太重要。母亲节有时候我们全家回去爷爷奶奶家一起吃饭

being aware of how own ideas may be perceived by others based on language choice, for example, 我妈妈不喜欢我说汉语中间夹英语，但是我和朋友经常这样说，她也经常这样说。有的时候姥姥听不懂，我就会想想全用汉语怎么说

Understanding

Systems of language

Explain the phonological and tonal features of Chinese, including variations in [tone](#), [stress](#) and phrasing in diverse settings ([ACLCHU203 - Scootle](#) )




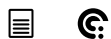
Elaborations

recognising the value of Pinyin romanisation to assist in distinguishing and analysing differences in spoken Chinese, to generate digital texts and to develop understanding of sound–symbol correspondences in characters

identifying subtle differences in pronunciation in spoken Chinese, including variations in regional accents, especially in speakers of other dialects, for example, distinguishing between ‘qing’ and ‘qin’, ‘lou’ and ‘rou’, ‘liang’ and ‘lang’, ‘shi’ and ‘si’, ‘lan’ and ‘nan’

developing tone discrimination and exploring the impact of tone choice, including tone sandhi, on the meanings expressed in speech, for example, ‘mǎi’ and ‘mài’, ‘bùqǔ’ and ‘búqǔ’

Identify features of individual [characters](#) and the form and function of components in individual [characters](#) and in related [characters](#) (for example, 心,想,情,闷), and learn to relate components (部件) and sides (偏旁) to the meaning and sound of [characters](#) ([ACLCHU204 - Scootle](#) )



Elaborations

recognising subtle differences and the implications for sound and meaning when discriminating between characters of similar appearance, for example, 我 and 找

analysing the nature of components, and their arrangement and function in a range of characters, for example, fire (火/灬) and heart (心/忄) components


analysing common simple and compound characters and identifying the possible placement of specific radicals and components in a compound character, for example, the placement of 扌 on the left-hand side

recognising clues inherent in characters when attempting to map specific sounds and meanings onto correct character forms, for example, exploring the reliability of semantic and phonetic functions of components and sides regularly encountered in characters containing common elements such as

请、精、猜; 认、忍、任; 忍、想、思

categorising words containing a common morpheme to better understand the relationship between morphemes and specific word meanings, for example, using dictionaries to explore the range of words created from a common character morpheme such as 情 and 性

discriminating between the functions of morphemes with related meanings, for example, 餐-饭; 玩-做; 做-作

Explore features of the Chinese grammatical system ([ACLCHU205 - Scootle](#) )



Elaborations

developing a metalanguage to talk about and compare features of grammar across languages

comparing the impact of sequencing choices (for example, 我不能按时交作业因为我感冒了 versus 我感冒了所以不能按时交作业) when explaining or justifying an action

exploring the multiple uses of frequently encountered features of Chinese syntax such as particles 的 and 了

exploring uses of cohesive devices such as 可是; 因为...所以...; 如果...就... to sequence and order ideas and events (for example, ...的时候、以后、以前; 先...然后...; 完), to compare ideas (for example, 跟...一样/不同; 比), and as simple connectives, for example, 不但...而且...; 虽然...但是...

organising information in diverse ways and discussing the logical flow of the information, considering whether it meets the audience's 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

comparing metaphorical and literal meaning in texts, for example, 远远的街灯明了, 像是闪着无数的明星

analysing rhetorical devices in texts (for example, 比喻、夸张、排比), identifying culturally specific features such as 日月如梭, 难于上青天, and experimenting with rhetorical devices in own texts

Identify how information and ideas are organised in a range of genres, and compare the textual features of narratives in Chinese and English to determine features which are distinctive to Chinese

([ACLCHU206 - Scootle](#) )



Elaborations

comparing the expression of ideas in diverse traditional and contemporary literary texts, for example, exploring the different ways in which the story of 孙悟空 is told in a cartoon, story or TV show

recognising and applying features of diverse text types, for example, comparing features of narrative, recount, report and procedure


comparing the ways in which similar ideas and concepts are presented in diverse genres, discussing the impact of genre choice on text structure and language use (for example, in persuasive and evaluative texts) and examining how language choices achieve the desired effect

exploring the traditional structure of persuasive texts in Chinese (for example, 总起-分述-总结) and discussing its effectiveness

reading samples of formal texts such as news articles, official letters and informative reports, and identifying how language use compares to their own everyday speech

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

Language variation and change

Differentiate features and apply rules for expressing meanings in spoken and written modes in different contexts ([ACLCHU207 - Scootle](#) )



Elaborations

exploring how the rules of word order can be altered in informal interactions, for example, noticing that the time can be placed at the end of sentences in speech but not in writing

matching the use of 成语 and 俗语 to appropriate contexts, for example, 夕阳西下 is normally used in written language while 猪八戒照镜子——里外不是人 tends to be used in spoken contexts

analysing how language is used differently in public texts across different Chinese-speaking regions, for example, the use of traditional versus simplified character forms in overseas Chinese newspapers; word choices and ways of reporting on controversial issues

identifying variability in language used in different contexts, for example, interacting in the supermarket, at the doctor's surgery, or when visiting a friend or relative

recognising language choices that reflect varying levels of formality as appropriate to context, and applying this to their own interactions (for example, 爷爷 and 祖父, 累死了 and 非常疲惫)

Explore the role of [language](#) in passing on cultural values and beliefs to younger generations and identify changes in [language](#) use over time ([ACLCHU208 - Scootle](#) )



Elaborations


exploring the extensive and ongoing role of idiom (for example, 成语 and 谚语) in contemporary texts and everyday speech

recognising the influences of other languages and cultures on the Chinese language (for example, and the use of code-switching), and exploring how language choice (such as communicating in regional Chinese, English, standard Chinese or youth slang) indicates membership of a group and can exclude others from the interaction

identifying situations in language can be used to position themselves or others as an insider or outsider, for example, the use of 老外 in Australia to refer to non-Chinese; the choice between 咱们 and 我们 to include or exclude participants

experimenting with voice projection, pitch and rhythm when trying to assert own view or idea without disempowering or dismissing others, for example, to appear authoritative when speaking on an issue or topic, or to reprimand, advise or motivate others

Role of language and culture

Discuss ways in which [language](#) choices indicate aspects of social position (such as class, gender and ethnicity) and inhibit or encourage others' involvement or sense of belonging ([ACLCHU209 - Scootle](#) )



Elaborations

exploring how known languages influence their communicative preferences, such as how the values of one culture may be reflected when communicating in another, for example, differences in the use and frequency of 'thank you' and 谢谢 which is simply a sign of gratitude in English, whereas in Chinese overuse of this indicates distance between participants in interactions

exploring how cultural concepts of family and the importance of one's sense of connection to others influence use of Chinese

exploring the origins of 成语 and 歇后语 encountered in texts such as 朝三暮四, 姜太公钓鱼, and using set phrases to share or convey a cultural idea in own writing, for example, 塞翁失马, 笨鸟先飞

Years 7 and 8 Content Descriptions

Communicating

Socialising

Interact with peers and exchange opinions and preferences about new social and cultural experiences, adjusting **tone**, vocabulary and phrasing to influence others

[Key concepts: community, environment, **culture** shock; Key processes: comparing, exchanging]

([ACLCHC226 - Scootle](#))



Elaborations

sharing experiences and discussing how their own cultural practices are maintained or adapted in their new environment, for example, 来到澳洲以后，我开始对土著人的艺术感兴趣了

identifying and challenging stereotypes about Chinese and Australian cultures

discussing the concept of friendship across cultures, and describing own sources of social support within the local community, for example, 我现在在一个羽毛球俱乐部打球，认识了不少朋友，挺开心的

using appropriate strategies to maintain communication, such as explaining concepts and ideas when other participants are not familiar with the topic of conversation, for example, 我很喜欢吃榴莲，榴莲就是那种有点臭，身上长很多刺的水果

listening to a conversation about a new song, dance style or pop-culture phenomenon, and identifying the points being made, explaining the tone and manner of communication

Collaborate with peers to plan and organise multicultural projects and events that would benefit their school and local community

[Key concepts: multiculturalism, community; Key processes: planning, socialising]

([ACLCHC227 - Scootle](#))



Elaborations

investigating Chinese cultural activities available for young people (for example, lion dance troupe, folk dance troupe), and discussing with peers details of the nature of the activity and the level of commitment involved

indicating agreement and disagreement in polite ways and expressing gratitude for time and services provided, for example, 太麻烦你了；这次多亏了你的帮助；这个不是太合适吧，我还想再看看，谢谢！

planning or participating in events which share popular aspects of Australian ways of life related to music, popular culture, climate, landscape and recreational activities, to members of their local Chinese-speaking community

introducing others to diversity within Chinese language and culture (such as diversity in language use and cultural practices across greater China, differences between urban and rural life, and regional cuisines) by participating in school cultural events or creating texts to inform others, for example, creating a poster for second language learners of Chinese

collaborating with others to organise a cultural day to support appreciation of linguistic and cultural diversity within the school community, using social media to plan the event and to encourage others to participate

Informing

Interpret the stated and implied meanings in authentic informative texts, and use evidence to support or challenge different perspectives

[Key concept: perspective; Key processes: challenging, interpreting, informing]

(ACLCHC228 - Scootle [↗](#))



Elaborations

comparing a range of ideas on topics such as different generations' perspectives on the importance of traditional festivals, the lifestyles of rural and urban communities, and the traditions and values of 少数民族

discussing and explaining own response to perspectives presented, for example, 有人说...还有人说... 我认为他们站在不同的角度当然看问题不完全一样。我觉得... 因为...

Use and analyse a range of sources written in simplified and traditional script to identify relevant information, and use this information to create purposeful public information texts

[Key concepts: relevance, public life; Key processes: analysing, conveying]

(ACLCHC229 - Scootle [↗](#))



Elaborations

accessing diverse sources such as blogs and social media, newspaper articles and educational texts, and discussing the relevance and credibility of information conveyed, for example, comparing information presented in blogs with newspaper articles

recognising multiple perspectives on an issue and identifying the factors that may influence a particular perspective (for example, nationality, religion, gender, ethnicity) to determine the perspective or credibility of sources

evaluating how different authors use language to achieve a particular effect, considering how values

and personal views are implied in word choices, for example, 屡败屡战 (emphasis on the determination to overcome a failure) versus 屡战屡败 (emphasis on the fact of many instances of failure)

accessing information related to understanding their own experiences as Chinese students in Australia by searching both Australian and overseas digital media, such as 百度百科, 雅虎等网站 to develop advice and supports for new students arriving at their school

accessing and organising information on educational and social topics, using techniques such as paraphrasing, summarising and quoting, and expressing own perspective on the information obtained, for example, 有些人认为..., 另一些人则认为..., 综上所述...

Creating

Compare how contemporary Chinese media and literature represent the notion of 'being Chinese' or 'being other', and use this knowledge to present a point of view for an identified [audience](#)

[Key concepts: [culture](#), [identity](#), representations; Key processes: comparing, expressing, responding] ([ACLCHC230 - Scootle](#))



Elaborations

comparing 'being foreign' in China and 'being Chinese' in Australia, for example, viewing or reading 汉语桥 performances, songs, films and fiction and discussing how Chinese-speaking foreigners are 'celebrated' in Chinese media

exploring representations of the overseas Chinese experience, both locally and globally, and the development of local Chinese identity in Australia through reading texts such as *The Sojourners in Chinese translation* (Zhang Wei, 2009)

investigating contributions made by Chinese individuals and groups in contemporary Australian culture and discussing the cultural values that are conveyed through these contributions, for example, the work of artists Ah Xian and Guan Wei, and author Sang Ye

exploring their own connections and responses to overseas Chinese literature, for example, the ideas and values reflected in 海外华人的文学作品 such as the song 《故乡的云》

Plan, rehearse and deliver presentations of classical Chinese literature and famous speeches and discuss how cultural values can be transferred

[Key concepts: 古文, entertainment values; Key processes: planning, rehearsing, delivering, transferring]

([ACLCHC231 - Scootle](#))



Elaborations

discussing the impact of Chinese traditional entertainment on contemporary Chinese culture, for

example, 相声

analysing classical poems and the values they convey, and relating them to culturally significant events, for example, Chinese New Year in 宋代诗人王安石《元日》

comparing the Gettysburg Address with a speech of equal significance in Chinese and discussing why these speeches are important and what language features are used to convey messages

Use particular **language** features such as dialogue and imagery in short stories, literary essays and plays to **create** own imaginative representations of experience

[Key concepts: journey, reality and fantasy, interconnectedness; Key processes: expressing, experimenting, analysing]

([ACLCHC232 - Scootle](#))



Elaborations

creating texts depicting the experiences of Chinese people in Australia, for example, writing a narrative reflecting a Chinese person's adjustment to a new life in Australia based on an interview conducted with an older member of the local Chinese community

using examples or quotations from traditional literature in their own writing, such as 三人行，必有我师焉 from 《论语·述而》。

presenting the experiences of people in different eras, such as women in ancient China, through drama, poetry and literature

writing a story of an imagined scenario or an exciting adventure to entertain younger students at school

Translating

Identify challenges in and techniques for mediating between Chinese and English

[Key concepts: equivalence, paralinguistic **cues**; Key processes: responding, translating, mediating]

([ACLCHC233 - Scootle](#))



Elaborations

discussing cultural connotations of words that express emotions, such as 幸福 versus 'happy'; 怎么回事? versus 'What's wrong?'

defining equivalence and finding examples of concepts in Chinese and English which are unable to retain the original meaning when translated into the other language

translating terminology from other learning areas from English into Chinese and vice versa, for

example, science, mathematics and social science concepts and terms

viewing extracts of Chinese films with their English subtitles, identifying alternative English translations and hypothesising reasons for choices made by professional translators

exploring English translations of Chinese colloquial language and vice versa, and discussing the complexities of capturing the meaning and sentiment conveyed by the original

Create bilingual information texts for speakers of Chinese and English in Australia, recognising ‘[code-switching](#)’ and how specific vocabulary and terminology from other learning areas can be translated in different settings, such as for an expert or beginner [audience](#)

[Key concepts: equivalence, [audience](#), [context](#), [bilingualism](#); Key processes: identifying, translating, interpreting]

([ACLCHC234 - Scootle](#) )



Elaborations

comparing multiple ways of translating English terms and phrases into Chinese, and discussing the effectiveness and focus of these translations, for example, 苹果手机 or 爱疯

considering others’ responses in interactions and clarifying whether their own message has been understood as they intended, for example, 大家对这个问题还有什么疑议吗？不知大家还有没有什么意见和建议？

producing own bilingual texts, for example, explaining aspects of Chinese culture to English-speaking audiences or interpreting concepts learnt in other learning areas to help Chinese-speaking peers understand course content

providing further explanation of concepts that are not immediately clear to second language learners of Chinese, for example, contrasting the concept of ‘culture’ in English with Chinese 文化 (which also includes the meaning of ‘literacy’) and starting to understand other 文化 in comparative terms

Reflecting

Reflect on adjustments they and others make in their everyday [language](#) use, and connect these adjustments to aspects of experience, [culture](#) and roles in Australian society

[Key concepts: [bilingualism](#), [identity](#), community, belonging, [culture](#) shock; Key processes: reflecting, adjusting, analysing]

([ACLCHC235 - Scootle](#) )



Elaborations

reflecting on how meanings of certain words are understood in different ways, for example, the different implications of using the term 他的店很肮脏

exploring multiple aspects of the concept of 'identity' by contrasting 'individuality' (个体) with 'collective identity' (集体)

identifying how their knowledge of Chinese and English opens up opportunities to expand their own world views

discussing experiences of 'returning to home country' (回国) and how they feel about the lifestyle and practices of their old home

reflecting on how their sense of being Chinese is influenced by their experience of living in Australia, for example, by maintaining a journal or blog


identifying features of communication in Chinese that are interpreted differently when applied in English communication, for example, examining how adjusting from a tonal language to English sometimes results in miscommunication of emotion or a perception of being abrupt

examining and reflecting on interactions that did not achieve their desired goal, and identifying strategies to enhance the effectiveness of their communication with others

reflecting on the challenges of addressing cultural assumptions and stereotyping when discussing aspects of life in Australia, for example, 有的澳大利亚人说到中国人就会说中国人怎么怎么样...，难道一个中国人做的事情就代表了所有的中国人么？

Understanding

Systems of language

Discuss features of Chinese phonology and compare their own **pronunciation** with that of other speakers of Chinese ([ACLCHU236 - Scootle](#) )



Elaborations


comparing the features of spoken English and the features of Chinese phonology

identifying features of spoken Chinese by comparing their own speech to the pronunciation and speech patterns displayed in examples of Modern Standard Chinese, such as in news broadcasts

explaining the use of the neutral tone and non-tonal suffixes such as 儿

preparing a mock lesson for non-Chinese-speaking friends about Chinese phonology

Identify and explain the differences between traditional and simplified **characters**, inferring meaning and


sound of unfamiliar **characters** from knowledge of components and positions ([ACLCHU237 - Scootle](#) )



Elaborations

analysing relationships between characters and meanings in phrases representing auspicious meanings such as 年年有鱼 - 年年有余; 年糕 - 年年高升; 枣栗子 - 早立子; 8 - 发.

applying understanding of orthographic principles to correct mistakes in own character writing

Apply understanding of word **morphology** and vocabulary choices to **interpret** and convey meaning ([ACLCHU238 - Scootle](#) )




Elaborations

examining the relationship between characters in a word, identifying subtle differences in meaning to enhance their own communication, and determining the appropriate context for related words such as 帮助 and 帮忙

differentiating **形近词** based on the meanings of each morpheme (for example, in 走进 and 走近) and applying in own writing

analysing how words containing a common morpheme are related, for example, how 乘 is used in 乘车 ('take a ride'), 乘机 ('take a chance') and 乘法 ('multiplication')


Compare how grammatical features such as tense and passive voice are constructed in English and Chinese, and identify distinctive features of Chinese grammar, for example, in tense marking (了、过), possession, plurality ([ACLCHU239 - Scootle](#) )



Elaborations

enhancing their understanding of how information is organised to achieve particular communicative purposes, for example, 是...的 and 被 structure

experimenting with the use of different sentence patterns when composing own messages, for example, 让步句 and 转折句

Compare writing styles between Chinese authors to identify and explore the purposes and features of **text** structure and organisation of ideas ([ACLCHU240 - Scootle](#) )



Elaborations

exploring diverse examples of writing and identifying features of particular styles such as 辞藻华丽,

平实质朴，口语化


discussing own preferences for writing styles of particular popular authors

experimenting with different ways of sequencing and organising ideas for different audiences and purposes

exploring text structure and format in classical literature, for example, 五言 and 七言 in poetry; the absence of a subject in 李白《静夜思》

comparing the organisation and substantiation of ideas in essays in classical and modern literature, for example, comparing 周敦颐《爱莲说》 and 余光中《莲恋莲》

Language variation and change

Explore assumptions and challenges for **language** use in new environments, identifying and comparing ways in which sensitive topics are introduced and discussed across languages, for example, comparing the Chinese custom of asking direct questions about age, income and other personal matters with the contexts in which these questions are asked in English ([ACLCHU241 - Scootle](#) )




Elaborations

recognising clichés, examining cases of ‘breaking’ a cliché and the impact it might have, such as 脑筋转弯 questions

identifying how language use can be varied for different participants in different contexts, for example, the use of slang and abbreviations between teenagers

using classical terms and expressions including 成语、歇后语、俗语 appropriate to context, such as using 亭亭玉立 to describe young girls

discussing ‘taboo’ terms across languages, and using terms suitable for the context, such as different words for 死 (‘to die’), for example, 驾崩 (皇帝)、仙逝 (长辈)、去世 (一般人)、香消玉殒 (女性)

Analyse features of classical literature in their original and contemporary forms, and apply features of 文言文 and 古文 in their own **language** use, identifying rules of **intonation** in classical poems and the impact of these rules on modern poetry ([ACLCHU242 - Scootle](#) )



Elaborations

exploring symbolism in classical literature and in modern pop culture, such as the connotations of key terms such as 凤凰


discussing the revival of the study of traditional texts (国学) and the reasons for such interest in the

past

considering the role technology plays in their own lives and how it impacts on the ways they communicate with others and use language to convey ideas

identifying examples of internet language and discussing how these shape or impact their own language use, for example, 囧、槩、焚

comparing 'internet novel' (网络小说) with contemporary 小说 and identifying the impact of the internet in popularising and increasing access to Chinese literature

Identify the features of persuasive language and analyse its use in advertising ([ACLCHU243 - Scootle](#) )




Elaborations

discussing the impact of word choices, including 连接词, and stylistic devices (for example 排比, 拟人, 比喻) on the effectiveness of television and print advertising campaigns

considering the role of English in the world of Chinese advertising and how English words and expressions are embedded into Chinese speech to market products to Chinese speakers, within China and globally.

The role of language and culture

Analyse the use of language across genders and generations, within and across language communities ([ACLCHU244 - Scootle](#) )



Elaborations

collecting a range of famous colloquial sayings from many different cultures and comparing their use

explaining how culture impacts on their own communication, for example: Did they take offence that the host didn't offer food at the party? Why might some Chinese find that offensive?

knowing that communicative practices might be perceived differently in different cultures, for example, in accepting a compliment in Chinese, saying 谢谢 might make one look 自大

considering the role of English in the world, for example, examining the popularity of Chinese and English in second language programs and why individuals and nations believe proficiency in these two languages is important