Languages – Chinese scope and sequence: F–10 Sequence, Foundation to Level 10

| **Foundation to Level 2** | **Levels 3 and 4** | **Levels 5 and 6** | **Levels 7 and 8** | **Levels 9 and 10** |
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| Achievement standard |
| By the end of Level 2, students identify the different sounds, tones and intonation patterns of the Chinese language by listening to and viewing a variety of texts. They compare these sounds and tones with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Chinese through play, first imitating sounds and tones, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Chinese is represented by Hanzi and Pinyin, and they can match these with words and images, and combine them to create meaning. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Chinese. They expand their repertoire of Chinese words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of Chinese using simple metalanguage. They start to develop written competence by copying frequently used Hanzi and Pinyin, and then produce simple words and phrases with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the written Chinese language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.Students explore and recognise the influence of culture on language and identity. They recognise that Chinese is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s). | By the end of Level 4, students use Chinese to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic grammatical structures to create texts. They use familiar Hanzi appropriate to context and make connections between Hanzi and the spelling and tone marks of Pinyin. Students imitate the sounds, tones, pronunciation and intonation patterns of spoken Chinese. They demonstrate their understanding that Chinese has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in Chinese and make comparisons between Chinese and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | By the end of Level 6, students initiate and use strategies to maintain interactions in Chinese that are related to their immediate environment. They use appropriate pronunciation, intonation, tone, stress and phrasing in spoken texts. They collaborate in spoken and written activities to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Chinese or English, adjusting their responses to context, purpose and audience. Students use modelled structures when creating and responding in Chinese. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts. They use conventions appropriate to text type. They use familiar Hanzi and/or Pinyin appropriate to context. They apply rules for pronunciation and intonation in spoken language, and apply conventions of script and punctuation in written language. They compare language structures and features in Chinese and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity. | By the end of Level 8, students initiate and maintain Chinese-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Chinese to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts in Hanzi, which are appropriate to context, purpose and audience.Students apply the conventions of spoken Chinese, including differences in sounds and tones, and continue to enhance their fluency. They demonstrate understanding of the role and function of character components, and that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Chinese text, using some metalanguage. They reflect on how the Chinese language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. | By the end of Level 10, students contribute to and extend interactions in Chinese in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by identifying and evaluating information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language structures and features to enhance meaning and cohesion. They select and use a variety of Hanzi appropriate to context.Students incorporate the features, conventions and phrasing patterns of spoken Chinese, including variations in intonation, tone, rhythm and sounds, to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply their knowledge of Hanzi form and function, and language structures and features to make and predict meaning. They analyse Chinese texts using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Chinese to evaluate how this learning influences their ideas and ways of communicating. |
| Content descriptions |
| Strand: Engaging with Chinese Language and Culture |
| Sub-strand: Engaging with Chinese language |
| *Students learn to:* |
| notice that Chinese looks and sounds different to other languagesVC2LC2E01 |  |  |  |  |
| develop oral language skills through exploring and listening to the sounds, tones and intonation patterns of the languageVC2LC2E02 |  |  |  |  |
| recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrasesVC2LC2E03 |  |  |  |  |
| Sub-strand: Engaging with Chinese culture |
| *Students learn to:* |
| explore connections between language and culture through play and/or imaginationVC2LC2E04 |  |  |  |  |
| Strand: Communicating Meaning in Chinese |
| Sub-strand: Interacting in Chinese |
| *Students learn to:* |
| communicate using formulaic and modelled language relating to aspects of their personal worldVC2LC2C01 | initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressionsVC2LC4C01 | initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environmentVC2LC6C01 | initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to others VC2LC8C01 | initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to othersVC2LC10C01 |
| participate in a range of guided language activities using formulaic expressions, and visual and spoken cuesVC2LC2C02 | participate in activities that involve expressing interests and exchanging information, using a range of familiar phrases and modelled structuresVC2LC4C02 | participate in activities that involve discussion with others, using language that expresses information, preferences and ideasVC2LC6C02 | use language to negotiate and problem-solve collaboratively to plan projects and eventsVC2LC8C02 | contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences VC2LC10C02 |
| Sub-strand: Mediating meaning in and between languages |
| *Students learn to:* |
| locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrasesVC2LC2C03 | locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal textsVC2LC4C03 | locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose VC2LC6C03 | interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audienceVC2LC8C03 | interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audienceVC2LC10C03 |
| explore and make meaning from sounds, words and phrases for familiar objects or terms in Chinese through play, and discover how languages influence each otherVC2LC2C04 | develop strategies to comprehend and produce Chinese, adjusting language to convey meaning and/or intercultural understanding in familiar contextsVC2LC4C04 | apply strategies to interpret and convey meaning and/or intercultural understanding in Chinese in familiar non-verbal, spoken and written contexts VC2LC6C04 | apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contexts VC2LC8C04 | apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsVC2LC10C04 |
| Sub-strand: Creating text in Chinese |
| *Students learn to:* |
| create spoken and written texts using words, familiar phrases and modelled language using some Hanzi with Pinyin as supportVC2LC2C05 | create and present spoken and written texts using formulaic expressions, simple phrases and sentences, modelled textual conventions, and familiar Hanzi and Pinyin VC2LC4C05 | create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type, using familiar Hanziwith Pinyin as supportVC2LC6C05 | create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures, and using Hanzi appropriate to text type and contextVC2LC8C05 | create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures, and a range of textual conventions to engage different audiences, using HanziVC2LC10C05 |
| Strand: Understanding Language and Culture |
| Sub-strand: Understanding systems of language |
| *Students learn to:* |
| imitate the sounds, tones, pronunciation and intonation patterns of spoken Chinese, and understand how sounds are produced and represented in Hanzi and/or PinyinVC2LC2U01 |  |  |  |  |
| identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases VC2LC2U02 | recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentences, using Hanzi and/or Pinyin as supportVC2LC4U01 | apply combinations of sounds, tone syllables, pronunciation and intonation patterns, stress and phrasing to develop fluency in words, phrases and sentences, using some Pinyin for supportVC2LC6U01 | apply conventions of spoken Chinese to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contextsVC2LC8U01 | discern difference in patterns of sound and tone, apply features and conventions of spoken Chinese to extend fluency, and respond to and create a range of texts in familiar and unfamiliar contextsVC2LC10U01 |
| recognise and explore how Hanzi and/or Pinyin and features of language are used to construct meaning in ChineseVC2LC2U03 | recognise and use Hanzi and/or Pinyin, as well as modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaningVC2LC4U02 | recognise and use Hanzi and/or Pinyin, and a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text typeVC2LC6U02 | use Hanzi, and apply understanding of grammatical structures and formulaic expressions to respond to and create a range of texts using conventions appropriate to audience and text typeVC2LC8U02 | apply understanding of Hanzi form and function, as well as context and grammatical structures, to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text typeVC2LC10U02 |
| identify that written and spoken Chinese has grammatical structures and other language features that may be similar to or different from English and/or other languagesVC2LC2U04 | recognise and compare familiar Chinese language structures and features with those of English and/or other languages, using simple metalanguageVC2LC4U03 | compare Chinese language structures and features with those of English and/or other languages, using familiar metalanguageVC2LC6U03 | reflect on the structures and features of Chinese, and compare them with English and/or other languages, using some metalanguageVC2LC8U03 | reflect on and evaluate Chinese texts, using metalanguage to analyse language structures and featuresVC2LC10U03 |
| Sub-strand: Understanding the interrelationship of language and culture |
| *Students learn to:* |
| reflect on how language, culture and identity are interconnected and discuss how Chinese-speaking communities are similar to or different from othersVC2LC2U05 | identify connections between personal identity, language and aspects of cultureVC2LC4U04 | recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal and non-verbal communicationVC2LC6U04 | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LC8U04 | reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicatingVC2LC10U04 |
| identify where Chinese is used around the world and recognise that there are many different languages spoken in communities throughout Australia VC2LC2U06 |  |  |  |  |