

F – 10 Sequence

Foundation – Level 2

Levels 3 and 4

Levels 5 and 6

Communicating		
Socialising		
Initiate interactions, make requests and establish relationships with teachers and peers	Interact and socialise with peers and teachers to exchange thoughts and feelings about home routines, leisure activities and community events	Interact and socialise with peers and known adults, exchanging ideas and opinions about personal experiences and social activities
Collaborate with others in group activities and contribute to learning activities	Collaborate in and make decisions about group activities and learning experiences in familiar contexts	Take action, resolve issues, make shared decisions and organise shared experiences
Informing		
Locate information about people and objects from a range of sources, and sequence events	Gather and organise factual information from familiar sources about countries and places	Locate and compare factual information from different sources about different communities and lifestyles
Convey simple information to peers using illustrations and gestures to support meaning, and respond to questions from others	Convey key points of information to familiar audiences	Plan and present key points of information to familiar audiences
Creating		
Participate in and respond to performances and shared reading of children's stories, songs and rhymes with a focus on rhythm, gesture and stress	Respond to simple fables and legends through discussion of characters and events	Respond to popular stories and characters from Chinese folklore, sharing opinions on aspects of the storyline, characters and themes
Create own representations of imagined people or events using illustrations and actions	Create short personal narratives and performances of poetry, song, dance or drama which reflect the culture and traditions of the Chinese community	Create short narratives to express the experiences, thoughts and emotions of individuals in imagined contexts
Translating		
Explain the English meanings of Chinese words and simple phrases heard or seen in everyday social contexts	Identify common spoken Chinese expressions and discuss examples of actions, words and phrases that do not readily translate into English	Identify and account for the potential loss of subtle meanings from character components and individual characters in compounds when translating into English
Create simple bilingual vocabulary lists identifying and comparing vowel and consonant sounds in Chinese and English	Translate simple English texts into Chinese and vice versa, using strategies for building vocabulary and interpreting intended meaning of words in English and Chinese	Create simple bilingual texts for different audiences, explaining features of the different versions and the impact of context
Reflecting		
Reflect on aspects of their Chinese identity and personal relationships with others	Reflect on their reactions and responses to others when participating in learning and cultural experiences in Chinese and Australian contexts	Reflect on the benefits of learning Chinese and English
Understanding		
Systems of language		
Recognise the four tones and their function in Chinese, and compare consonant and vowel sounds in Chinese and English	Recognise the tonal features of Chinese in own speech, and understand when and why some tones are not expressed in some contexts and how syllables are decoded from and encoded into Pinyin	Recognise the use of tone, intonation and stress of words to express emotion, opinion and attitude
Recognise that characters are the written representation of spoken Chinese and the morphological nature of Chinese words	Identify the form, composition and spacing within characters, relating components and their positions to their meaning and sound	Recognise the contextual meanings of individual syllables or characters to assist comprehension and vocabulary development, and explain the form and function of components in individual characters, for example, 心, 想, 情, 闷
Recognise parts of speech and understand basic rules of word order in simple sentences	Develop ways to structure sentences in Chinese to elaborate own ideas	Understand and use basic structures and features of Chinese grammar to enhance meaning and clarity of expression
Recognise features of various familiar text types in Chinese	Recognise similarities and differences in the structure of spoken and written texts that have the same purpose	Recognise and apply conventions of personal texts and compare textual features of different texts
Language variation and change		
Recognise diversity in expressions and gestures used in everyday social interaction across cultures	Recognise how the context of interactions influences language choices	Differentiate key features and apply rules for expressing meanings in spoken and written modes in diverse contexts
Recognise Chinese as a major community language in Australia and around the world, and understand that language use varies according to cultural background	Explore diversity in dialects and in contexts in which Chinese is used in Australian communities	Explore the impact of English on everyday communication in Chinese and the impact of Chinese on English
The role of language and culture		
Recognise differences and similarities in communication across cultures, such as greetings, names and gestures	Explore how the Chinese language represents cultural meanings in specific ways	Explore particular cultural meanings conveyed in everyday interactions across languages
Achievement Standard		
By the end of Level 2, students use spoken Chinese to initiate interactions in a range of familiar contexts. They participate in simple exchanges to obtain and convey information and experiences relating to their personal world. They use learnt vocabulary, sounds, characters and culturally specific actions and gestures to convey meaning. They exchange greetings, introduce themselves and each other, and express thanks and apologies, for example, 我的中文名字叫小强, 你叫什么? They interact with and create simple predictable imaginative and informative texts such as 我的狗很大, 它的尾巴很长, using familiar characters and sounds. They use images, actions and gesture to show that they understand the meaning of words when speaking, listening, reading, viewing and writing. Students recognise the four tones and their function in Chinese. They are aware that there is a metalanguage to describe the distinct writing and speech systems in Chinese. They compare English and Chinese consonant and vowel sounds. They copy and trace characters and can identify key components in familiar characters. They recognise how their Chinese identity influences some of their language choices when interacting with familiar adults and peers.	By the end of Level 4, students use spoken and written Chinese to initiate interactions. They participate in short exchanges, for example, 你晚饭吃什么?, 我学汉语和英语, 站起来, 大家听老师说. They organise and convey factual information and share experiences in formal and informal situations, making appropriate choices of characters, words and pronunciation. They use demonstratives such as 这、那、那些 with measure words and verbs to indicate agreement (对, 好的) and preferences (要、想、喜欢). They respond to and create short imaginative, informative and persuasive texts for familiar audiences and identified purposes. Students select from known speech patterns to meet routine, procedural and informal conversational needs. Students understand that Pinyin represents spoken language, and can map Pinyin against their own speech. They understand the contexts in which tones are expressed and those in which they are not. They recognise features of the Chinese writing system, including the range of strokes and their sequences in character writing; and the relationship between components and sound and meaning. Students develop skills in structuring their ideas in sentences, including correct sequencing of time and place. They describe features of Chinese language and culture, and compare how ideas are conveyed across languages and cultures.	By the end of Level 6, students use spoken and written Chinese to maintain interactions with familiar and unfamiliar people across a growing range of situations (for example, 你星期几去汉语学校?, 你说...对吗?); to convey information, opinions and experiences (for example, 我喜欢踢澳式足球, 你呢?); and to access a range of print and digital media resources, such as 童书, 报纸, 画册, 科学书, 传单, 广告, 教材, 地图. They write characters, paying attention to shape, and stroke order and proportion. They transcribe spoken words and sentences in Pinyin and select appropriate simplified characters to match the sounds they hear. They effectively use stress, tone and intonation to express emotion and opinion. They respond to and create a range of short informative, persuasive and imaginative texts for diverse audiences and purposes. They relate their own experiences to those presented in texts, for example, 《如果我是...》. Sentences include the use of prepositions (给、跟、对) and possessives and attributive clauses with particle 的. They use a range of verbs, and use verb complements to describe the direction, result or potential of an action. They use conjunctions (for example, 可是、或者、因为、除了) to connect ideas and elaborate on or clarify opinions and actions. They explain how their developing bilingual ability supports their identities as users of Chinese and English. Students understand the nature of Pinyin and map it to their own Chinese speech. They categorise characters into groups based on meaning, appearance, pronunciation or function, using this information to understand new characters. They compare the word order of Chinese sentences with that of English, and recognise how their knowledge of English impacts on the way they express ideas in Chinese. They describe how the features of Chinese and English texts are used to convey meaning.