**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table.
For detailed notes regarding the purpose of this template and further instructions for completion, refer [here](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx)

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|  | **Strand** | **Communicating** |
|  | **Sub-strand** | **Socialising** | **Informing** | **Creating** | **Translating** | **Reflecting** |
|  | **Content Description** | 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 [(VCZHC161)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC161) | Participate in planning joint projects and events that would benefit the local community, justifying choices and making decisions [(VCZHC162)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC162) | Collate and analyse information from a range of sources to develop a position on an issue[(VCZHC163)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC163) | Plan and convey key points of information and opinions based on information drawn from a range of sources[(VCZHC164)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC164) | Express opinions about how popular imaginative texts, including poems and 故事, reveal important cultural values [(VCZHC165)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC165) | Create narratives that express the everyday experiences of young people, experimenting with dialogue [(VCZHC166)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC166) | Translate short texts for different audiences, identifying what is lost in translation and considering alternative ways to explain key points [(VCZHC167)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC167) | 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[(VCZHC168)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC168) | 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[(VCZHC169)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC169) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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|  | **Strand** | **Understanding** |
|  | **Sub-strand** | **Systems of language** | **Language variation and change** | **Role of language and culture** |
|  | **Content Description** | 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 [(VCZHU170)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU170) | 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 [(VCZHU171)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU171) | Recognise ways of organising and expressing ideas in Chinese[(VCZHU172)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU172) | Identify structure and organisation of different texts, including expositions, procedural texts and recounts, and use these in their own speech and writing[(VCZHU173)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU173) | Understand how language is used to reflect different roles, relationships, settings and values and modify language use in diverse contexts[(VCZHU174)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU174) | Explore the significance of tradition in 名人名言 and经典, and contemporary influences on language use[(VCZHU175)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU175) | Explain how communicative practices are influenced by engagement with different languages and cultures[(VCZHU176)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU176) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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*See next page for Achievement Standards and Assessments section*

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| **Levels 5 and 6 Achievement Standard**  | **Levels 7 and 8 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 9 and 10 Achievement Standard**  |
| 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.
 | By the end of Level 8* Students use spoken and written Chinese to maintain exchanges, to analyse and evaluate information, and to share opinions (for example, 电视节目，纪录片，教育片，微电影， 报纸，杂志， 网站，博客， 少年百科) and experiences, for example, 我们为什么要保护熊猫？，中国和澳大利亚的一些差异， 我最喜欢的假期. (1)
* They select and discern tone patterns and atonality. Students respond to and create a range of texts (for example, 流行歌曲演唱；电视剧配音), showing an understanding of different audiences and purposes. (2)
* Sentences generally contain two or more ideas connected by cohesive devices (for example, 不但…而且…) and use a range of time phrases (for example, 先…然后； 以前；吃了饭，就）to sequence events and ideas. (3)
* Students make comparisons (for example, 比;跟…一样), and elaborate on and explain their opinions or actions using conjunctions, for example, 所以、要不然. (4)
* They use stylistic devices (including 比喻，排比，反问), and use 成语 to influence and persuade others. (5)
* They move between English and Chinese to interpret and translate for different audiences. (6)
* Students explain how changes in tone and tone combination impact on meaning. (7)
* They describe culturally specific gestures and actions. (8)
* They recognise diversity within the Chinese spoken and written language. (9)
* They explain the differences in writing systems across languages. (10)
* Students connect the distinctive features of Chinese grammar with the development of complex ideas, and explain how the structure of texts influences audience response. (11)
* They explain how features of Chinese culture impact on communication practices and influence their own interactions with others across languages. (12)
 | By the end of Level 10* Students sustain extended exchanges with others (for example, 那个，你知道的，就是，还有) and use Chinese to participate in shared activities, for example, 我为什么学汉语，澳大利亚的多元文化，年轻人的兴趣，网络的好与坏, 你难道不觉得…如果…就…吗？你的意思是说…,如果是这样的话…
* They apply knowledge of rhythm, pitch, intonation, and voice projection, and move between traditional and simplified characters as appropriate to role, audience and purpose.
* Students interact with and create imaginative, persuasive and informative texts such as 自发采访，本地电视节目，访谈节目 and 偶像剧，娱乐节目，电影片断，音乐录影, in a range of generic formats, making choices with regard to audience and purpose, for example, 澳大利亚土著人的艺术，我看移民热，现代女性的地位, 报刊杂志，百科全书，百度等搜索引擎.
* They use Chinese to maintain social relationships with and interact with a diverse range of people across a variety of situations and contexts, using common colloquial expressions.
* They construct sentences using a range of structures to incorporate information and ideas, including relative and attributive clauses, conditionality and indefinite pronouns.
* Students compare information and ideas, explain or justify perspectives, and relate events using conjunctions.
* They apply a range of stylistic devices to engage and influence audiences, for example, 夸张，幽默.
* Students explain how the traditional and simplified forms of the Chinese writing system convey meaning, and how ideographic cues can be used to extend meaning.
* They analyse the key features of Chinese grammar and sentence structure, and compare language use across a range of contexts and modes.
* They explain how features of culture impact on communication practices across languages, and apply this knowledge to their own interactions with others.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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