**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 with peers and exchange opinions and preferences about new social and cultural experiences, adjusting tone, vocabulary and phrasing to influence others[(VCZHC225)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC225) | Collaborate with peers to plan and organise multicultural projects and events that would benefit their school and local community [(VCZHC226)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC226) | Interpret the stated and implied meanings in authentic informative texts, and use evidence to support or challenge different perspectives[(VCZHC227)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC227) | 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 [(VCZHC228)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC228) | 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 [(VCZHC229)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC229) | Plan, rehearse and deliver presentations of classical Chinese literature and famous speeches and discuss how cultural values can be transferred[(VCZHC230)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC230) | Use particular language features such as dialogue and imagery in short stories, literary essays and plays to create own imaginative representations of experience[(VCZHC231)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC231) | Identify challenges in and techniques for mediating between Chinese and English[(VCZHC232)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC232) | 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 [(VCZHC233)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC233) | 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 [(VCZHC234)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC234) |
| **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 # | 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** | Discuss features of Chinese phonology and compare their own pronunciation with that of other speakers of Chinese [(VCZHU235)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU235) | Identify and explain the differences between traditional and simplified characters, inferring meaning and sound of unfamiliar characters from knowledge of components and positions [(VCZHU236)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU236) | Apply understanding of word morphology and vocabulary choices to interpret and convey meaning[(VCZHU237)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU237) | 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 [(VCZHU238)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU238) | Compare writing styles between Chinese authors to identify and explore the purposes and features of text structure and organisation of ideas [(VCZHU239)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU239) | 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 [(VCZHU240)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU240) | 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[(VCZHU241)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU241) | Identify the features of persuasive language and analyse its use in advertising[(VCZHU242)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU242) | Analyse the use of language across genders and generations, within and across language communities [(VCZHU243)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU243) |
| **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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*See next page for Achievement Standards and Assessments section*

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| **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 8* Students sustain oral and written interactions with known audiences, making appropriate adjustments to language use for different audiences, contexts and purposes. (1)
* They access and analyse a range of authentic spoken, written and multimodal sources to support and present ideas and opinions. (2)
* Students respond to and create spoken, written and multimodal imaginative texts in a range of genres. (3)
* They translate informative texts from Chinese into English and vice versa for particular audiences. (4)
* Students reflect on adjustments they make to language use for different audiences. (5)
* Students apply knowledge of grammatical and text structures and vocabulary choices to achieve effective communication. (6)
* They identify the main ideas conveyed in texts related to other learning areas or presented in age-appropriate imaginative texts or media. (7)
* They begin to see texts as existing within a cultural context, and begin to make comparisons between the values and practices encountered in classical Chinese texts and those encountered in their local communities. (8)
* They demonstrate awareness that texts reflect the cultural background and values of the author and are open to diverse interpretations. (9)
 | By the end of Level 10* Students sustain extended interactions with diverse individuals and groups, selecting spoken and written language for precision and for effect on participants.
* Students collate and evaluate a range of spoken, written and multimodal sources to convey different perspectives to different audiences.
* They select and organise ideas, adapting language, style, register and textual features to mediate these ideas for a range of audiences who speak Chinese or English or both.
* They respond to authentic texts and create a range of persuasive, informative and imaginative texts.
* Students apply features of prosody in their own speech.
* They apply understanding of character components and morphemes to their own writing.
* They reflect on their own experiences of interacting across diverse linguistic and cultural contexts, and display a capability to move readily between languages and cultures.
* Students have metalinguistic awareness across their two languages, including explicitly considering similarities and differences in the structure and framing of both languages.
* They are aware of the choices they make in terms of how they present themselves and their ideas to audiences who speak either language.
* They analyse how language features and devices are used to achieve different purposes.
* Students explain how language and languages vary with time and according to situation and context.
* They identify evidence showing how texts reflect the cultural background and values of the author and different perspectives.
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| **Assessments** |  |  |
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