**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 ‘Assessment’ 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** | 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  [(VCZHC049)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC049) | | Correspond with peers and other familiar participants to plan activities, and compare opinions on and attitudes towards different cultures  [(VCZHC050)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC050) | | Analyse and summarise relevant information obtained from a range of spoken sources and convey this information to known audiences through a range of texts  [(VCZHC051)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC051) | | Locate, classify and organise relevant information, including analysing data in simple diagrams, tables and graphs, and re-present this information for known audiences  [(VCZHC052)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC052) | | 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  [(VCZHC053)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC053) | | Create written imaginative texts to describe experiences involving imagined people and places  [(VCZHC054)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC054) | | Translate texts for different audiences varying the language to explain key points for these different audiences  [(VCZHC055)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC055) | | 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  [(VCZHC056)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC056) | | Reflect on the cultural significance of how different groups and members of groups name themselves and are represented by others  [(VCZHC057)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC057) | |
| **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** | Examine differences in sounds and tones, and patterns of sound flow in speech  [(VCZHU058)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU058) | | Interpret texts by inferring meaning from common character components or position of components, and analyse how reliable this method is in translating  [(VCZHU059)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU059) | | Identify and apply features of Chinese grammar and sentence structure to organise and sequence ideas in oral and written texts  [(VCZHU060)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU060) | | Analyse how authors adjust features of different text types for different purposes and audiences  [(VCZHU061)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU061) | | Investigate the extent and dynamic nature of Chinese language use locally and globally  [(VCZHU062)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU062) | | Explain how the Chinese language adapts to social and technological changes  [(VCZHU063)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU063) | | Compare and reflect on how cultural contexts influence the way language is used within and across communities  [(VCZHU064)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU064) | |
| **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 initiate and maintain interactions.  They describe and give information about themselves and their preferences, their environment, experiences and interests, for example, 我很喜欢唱歌。我的学校很漂亮。我觉得澳大利亚是很好的国家.  They use simple questions (for example, 请问… ? 你是哪国人？你会说汉语吗？) and seek clarification, for example, … 对吗？  They access information from a range of print and digital resources (for example, 课文，菜单，宣传单，图样，地图，课程表， 日历，行程表， 天气预报) and summarise key points in order to inform others and organise activities, for example, 我们这个星期六去打球, 好吗？  They engage with a range of imaginative texts. They use intonation and stress to engage audiences and participants.  They translate everyday expressions (for example, 好久不见 or 不谢) and use context to assist with interpretation.  They produce short informative and imaginative texts. Sentences include details of time (for example, 八点，十二月二日，星期五), place (for example, 在澳大利亚，在墨尔本，在家) and participants, for example, 我的朋友， 小明的哥哥.  They use prepositions and possessive clauses, including 的.  They use a range of verbs, including verbs of identification and existence (是), and some modal verbs (喜欢 、 会) to express interest or ability; they negate with 不 or 没.  They use simple connectives such as 和 and conjunctions to connect ideas.  Students explain the nature of tone-syllables, for example the role of tones in meaning making. They recognise the features of the Chinese writing system and apply their knowledge of the formation of characters in their own writing. They use Pinyin to transcribe spoken language. They identify how the relationships of participants and context affect interactions. They identify the features of familiar text types in Chinese and use these features to assist in interpreting meaning. They recognise that variations exist within the Chinese spoken and written language, and identify examples of this, particularly within their own community. They recognise and describe features of Chinese culture reflected in communication practices, and apply this knowledge to their own interactions with Chinese people. | By the end of Level 8   * Students use spoken and written Chinese to sustain interactions in a range of social and personal contexts. (1) * They exchange ideas and opinions, for example, 你要去看电影吗？；我们可以六月份一起去. (2) * They summarise the main points of information about known content from a range of spoken and print sources (for example, 电视节目，podcast, 电话留言，广告， 老师推荐的网站，书籍，图书馆目录，游记), and convey the relevant information in a range of texts. (3) * Students respond to and create simple imaginative and informative texts. Sentences generally contain two or more ideas connected by cohesive devices (for example, 不但…而且…； 因为… 所以…), as well as time expressions (for example,先…再…), and tense markers such as 了、完 to sequence events and ideas. (4) * Students make comparisons (for example, 比; 跟…一样), and provide explanations or reasons for opinions or decisions, using phrases that order and link their ideas. (5) * They use reported speech to refer to the ideas of others, for example, 他们认为. (6) * They speak with attention to pronunciation, tone and phrasing, using intonation and pitch to add emotion or emphasis to their message. (7) * They demonstrate intercultural understanding by varying their language use for different audiences and purposes. (8) * Students describe the distinctive spoken and written language systems of Chinese using metalanguage. (9) * They know that character components can contribute to both sound and meaning of words and they understand how they can be combined to make different words, for example, 中国， 城， 中国城. (10) * They identify features of text types such as letters, emails, descriptions and narratives. (11) * Students identify how information is structured in Chinese texts, and understand the importance of cultural and contextual cues to correct interpretation of meaning. (12) * They explain how features of Chinese culture impact on communication practices, and reflect on their own interactions with Chinese-speaking people. (13) | By the end of Level 10   * Students use spoken and written Chinese to sustain extended interactions with familiar and unfamiliar participants in a range of contexts (for example, interacting with Chinese-speaking students online; using Chinese to ask about items in a local Chinese grocery). * Students use pinyin to transcribe spoken texts and use characters to create written texts. * They identify key ideas and compare information from multiple sources (such as新闻，访谈，podcast, 纪录片) to develop and substantiate their own position on topics of personal interest or issues of broader significance. * They exchange ideas and opinions, for example, 为什么学中文很重要？； 澳大利亚的语言；好用的手机app, 我不太同意你的说法，因为…你觉得呢？； 虽然你说得有道理，但是… 所以我觉得… * They speak with attention to pronunciation and tone. Students respond to and create a range of short informative and imaginative texts for a variety of audiences and purposes, for example, 什么是最健康的食物？ 如果我…的话 . * They use a range of sentence structures and grammatical features to develop cohesion and coherence in these texts, including prepositional phrases to describe participants (for example, 我和 / 跟妈妈去买东西), and adverbs to express time, tense and frequency of events, for example, 总是，还没有. * They use conjunctions (for example,虽然如此…，尽管这样…但是…) and apply a range of stylistic devices such as rhetorical questions, quotes and 成语. * They translate texts and produce bilingual texts, recognising that not all concepts can be readily translated Chinese and English. (8) * They engage with a range of imaginative texts, for example, 娱乐节目-小品，合唱，音乐录影，流行歌曲比赛，电视片，电影. * Students recognise how writers and speakers, including themselves, make deliberate choices when using language features and text structures. * They recognise that language is dynamic and is influenced by time, place, setting, participants and contexts. * When interacting with a range of texts they identify how audience and purpose shape their own and others’ language choices and interpretation of these texts. * They explain how features of Chinese culture and language shape their own and others’ communication practices. * Students reflect on how their own cultural experience impacts on interactions with Chinese speakers. |

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| **Assessments** | | |  |  | | |
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