**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 others in familiar and unfamiliar contexts to exchange alternative ideas and perspectives, and to express preferences and opinions [(VCZHC209)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC209) | Participate in planning and presenting a social or cultural event, negotiating options and solving problems [(VCZHC210)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC210) | Summarise and compare factual information about people, places and lifestyles drawn from a range of sources, including multimodal sources [(VCZHC211)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC211) | Develop and present a position on an issue based on information drawn from different perspectives and sources and provide advice and guidance[(VCZHC212)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC212) | Explore and express opinions on themes and emotions revealed in modified texts from classical and contemporary Chinese literature [(VCZHC213)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC213) | Create narratives to describe experiences involving imagined people and places [(VCZHC214)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC214) | Translate a range of simple Chinese texts and identify how some concepts can be mediated readily between Chinese and English and some cannot[(VCZHC215)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC215) | Create texts in Chinese and English, explaining the linguistic and cultural challenges of achieving equivalence of meaning [(VCZHC216)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC216) | Reflect on how conventions of speech and particular Chinese cultural concepts can influence communication style when using both English and Chinese [(VCZHC217)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC217) |
| **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** | Compare features of speech of speakers from diverse regions to standard Chinese including pronunciation and prosody (for example, intonation and stress)[(VCZHU218)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU218) | Explore and apply the principles of character form and function, including knowledge of semantic and phonetic radicals, to predict associate sound and meaning of new characters encountered in texts[(VCZHU219)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU219) | Organise and express complex ideas in Chinese, for example, analysing and comparing active and passive sentence constructions [(VCZHU220)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU220) | Analyse textual features of formal genres and apply these in their own speech and writing [(VCZHU221)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU221) | Recognise how gender, social class and age impact on language use in formal and informal contexts[(VCZHU222)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU222) | Explore the significance of tradition in 名人名言 and经典 and examine contemporary influences on language use [(VCZHU223)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU223) | Explain how languages shape the communicative practices of individuals and groups and identify ways to enhance understanding across cultures[(VCZHU224)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU224) |
| **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 7 and 8 Achievement Standard**  | **Levels 9 and 10 Achievement Standard** - Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  |
| By the end of Year 8* Students use spoken and written Chinese to sustain interactions in their personal and social worlds (for example, 你叫什么名字？你多大了？你住在哪个城市？,不对，我是说… and 老师，我可以用电脑吗？), making appropriate language choices for different roles, relationships and situations, for example, 你的那个，那个 assignment 做完了吗？
* They access and analyse information （for example, 排版结构，表格，图标）from a range of sources which include familiar characters and use this information for a range of purposes.
* Students interpret, translate and create a range of spoken, written and multimodal Chinese texts for imaginative, informative and persuasive purposes and for different audiences.
* Sentences generally contain two or more ideas connected by cohesive devices (for example, 如果…就…), and use a range of time phrases （for example, 然后；就）to sequence events and ideas.
* Students make comparisons (比;跟…一), and provide reasons to explain their opinions or actions, using conjunctions (因为、所以、因此).
* Students explain the diversity in speaking and writing systems across languages, including regional variations within Chinese, and how these differences impact on their own understanding and communicative practices.
* They identify familiar characters in their simplified and traditional forms, and explain the differences between standard Chinese and dialects that may be spoken in their family.
* Their written literacy is still developing and they produce longer and more complex texts through the use of digital resources than in handwriting.
* They describe how the distinctive features of Chinese grammar and texts can be used to achieve particular effects and purposes.
* They explain how ideas are mediated across languages and cultures in their local communities.
* They express their own understandings of the Chinese cultural values that influence their own communicative practices.
 | By the end of Year 10* Students use spoken and written Chinese to initiate and sustain extended interactions with others in their social world and in the Chinese-speaking community, for example, 我的学校生活，澳大利亚的运动，我最喜欢的春节活动. (1)
* They ask questions (for example, 你真的认为…吗？请想一想…) and adapt language use for a range of contexts and roles. (2)
* They identify and evaluate key points of information from different spoken, written and multimodal authentic sources and use this information to develop a position and to inform and convince others. (3)
* They move between Chinese and English to create simple bilingual texts. (4)
* Students interpret, interact with and create a range of texts for imaginative, informative and persuasive purposes and for different audiences. (5)
* Sentences include a range of structures, including formal expressions to connect ideas, for example, 除此之外, 尽管这样, 因此，无论…都… (6)
* They also use relative and attributive clauses, conditionality and indefinite pronouns. (7)
* Students compare information and ideas, and explain or justify opinions, for example, 有人说… 还有人认为… 所以…而且… 因此… (8)
* They apply knowledge of metaphor and成语 in their own writing. (9)
* Students map characters against familiar sounds and apply their knowledge of character form and function to predict the meaning and sound of unfamiliar characters. (10)
* They independently use digital resources to communicate with others, and utilise online and print dictionaries to assist in reading Chinese texts. (11)
* They explain how the purpose and use of stylistic devices, textual features and language features change across contexts, genres and traditions. (12)
* Students explain the cultural assumptions that influence participants’ responses and identify ways in which understanding could be enhanced in communication. (13)
* They reflect on the roles both Chinese and Australian cultures play in their own communicative practices and use these reflections to improve their Chinese language use. (14)
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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