**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 a range of participants, recognising alternative positions, ideas and perspectives relating to experience and lifestyle  [(VCZHC177)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC177) | | Negotiate actions and contribute ideas, opinions and suggestions in interactions related to shared tasks and problem-solving, managing different views  [(VCZHC178)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC178) | | Investigate different interpretations of contemporary and historical events and people  [(VCZHC179)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC179) | | Develop and present a position on topical events and people by referring to a range of sources, and connect this position to the perspectives of others  [(VCZHC180)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC180) | | Interpret representations of people and events encountered in contemporary and traditional Chinese performance  [(VCZHC181)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC181) | | Create imaginative texts, drawing on and adapting representations of people and events encountered in traditional and contemporary Chinese literature, drama or song  [(VCZHC182)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC182) | | Participate in reading Chinese literature in original and in translation, and explain assumptions or implied meanings which inform how ideas have been translated from Chinese into English  [(VCZHC183)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC183) | | Create and adapt bilingual texts for different settings and audiences, identifying the contextual and cultural challenges  [(VCZHC184)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC184) | | Reflect on how conventions of speech and particular Chinese cultural concepts can influence communication style when using both Chinese and English  [(VCZHC185)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC185) | |
| **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** | Explain the role that features of prosody such as intonation and stress play in interactions in various contexts  [(VCZHU186)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU186) | | Infer possible sounds and meanings of unfamiliar characters encountered in a range of contexts by identifying and explaining the role of semantic and phonetic sides  [(VCZHU187)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU187) | | Understand and apply complex grammatical structures and features to achieve particular effects, and explore grammatical features of classical Chinese  [(VCZHU188)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU188) | | Analyse and compose different types of texts for different purposes, using appropriate linguistic, textual and cultural elements  [(VCZHU189)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU189) | | Explain how gender, social class and age affect language use in formal and informal contexts  [(VCZHU190)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU190) | | Explore ways to use traditional characters to enhance their own communication  [(VCZHU191)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU191) | | Explain how languages shape the communicative practices of individuals and groups, and identify ways to enhance understanding across cultures  [(VCZHU192)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU192) | |
| **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 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. * 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. * 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. * 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. * They use stylistic devices (including 比喻，排比，反问), and use 成语 to influence and persuade others. * They move between English and Chinese to interpret and translate for different audiences. * Students explain how changes in tone and tone combination impact on meaning. * They describe culturally specific gestures and actions. * They recognise diversity within the Chinese spoken and written language. * They explain the differences in writing systems across languages. * Students connect the distinctive features of Chinese grammar with the development of complex ideas, and explain how the structure of texts influences audience response. * They explain how features of Chinese culture impact on communication practices and influence their own interactions with others across languages. | 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… (1) * They apply knowledge of rhythm, pitch, intonation, and voice projection, and move between traditional and simplified characters as appropriate to role, audience and purpose. (2) * 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. (3) * 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. (4) * They construct sentences using a range of structures to incorporate information and ideas, including relative and attributive clauses, conditionality and indefinite pronouns. (5) * Students compare information and ideas, explain or justify perspectives, and relate events using conjunctions. (6) * They apply a range of stylistic devices to engage and influence audiences, for example, 夸张，幽默. (7) * 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. (8) * They analyse the key features of Chinese grammar and sentence structure, and compare language use across a range of contexts and modes. (9) * They explain how features of culture impact on communication practices across languages, and apply this knowledge to their own interactions with others. (10) |

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