**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** | Influence and engage others, debating ideas and opinions, selecting language, tone, culturally expected stylised gestures, pitch and pace for different audiences[(VCZHC244)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC244) | Plan and negotiate actions to contribute to their local and global community, and suggest alternatives when planning and negotiating [(VCZHC245)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC245) | Identify and analyse the effects of how information is organised in authentic texts, and apply this knowledge to create purposeful texts that persuade and inform[(VCZHC246)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC246) | Evaluate the utility and reliability of sources when accessing information, and use this knowledge to present a point of view for different audiences [(VCZHC247)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC247) | Recognise and explain differing viewpoints on the world, cultures, individuals and issues as represented in major forms of literature such as 散文，小品，小说, and use this knowledge to create analytical and imaginative responses for identified audiences [(VCZHC248)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC248) | Compare performance features of major forms of classical literature, such as in 诗, 词, making thematic and intertextual connections [(VCZHC249)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC249) | Create imaginative texts experimenting with genre, textual features and stylistic devices[(VCZHC250)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC250) | Interpret culture-specific concepts [(VCZHC251)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC251) | Create bilingual texts for a range of audiences, contexts and purposes [(VCZHC252)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC252) | Reflect on the language choices they make when expressing their points of view to others and connect these choices to their identities in Chinese and Australian communities [(VCZHC253)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHC253) |
| **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** | Compare features of prosody across languages and explore how they contribute to expression of meaning [(VCZHU254)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU254) | Identify and explain how Chinese orthography enables access to technical and unusual vocabulary, including specialised abstract nouns, and a wider range of texts, using orthographic knowledge to identify characters related to topics studied in other learning areas, such as chemical elements (periodic table) and mathematical terms  [(VCZHU255)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU255) | Compare the nature of word formation, including subtle forms of adjectives such as特有的 and 明朗, in the development of new words in Chinese and English, and evaluate their effectiveness in conveying new concepts [(VCZHU256)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU256) | Analyse and experiment with the use and effect of figurative and evaluative expressions, colloquial forms, and other language features in texts [(VCZHU257)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU257) | Discuss key stylistic features of different text types, including classical literature[(VCZHU258)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU258) | Explain how changes in context impact on how language is adapted to convey meaning within and across languages [(VCZHU259)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU259) | Research the phenomenon of language change in Chinese-speaking communities and monitor language use in a range of contemporary contexts [(VCZHU260)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU260) | Analyse the language of different media and examine the ways in which media use language to persuade and influence others [(VCZHU261)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU261) | Analyse and discuss the ways in which language is used to position authors, readers and participants in texts[(VCZHU262)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCZHU262) |
| **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**  | **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 sustain oral and written interactions with known audiences, making appropriate adjustments to language use for different audiences, contexts and purposes.
* They access and analyse a range of authentic spoken, written and multimodal sources to support and present ideas and opinions.
* Students respond to and create spoken, written and multimodal imaginative texts in a range of genres.
* They translate informative texts from Chinese into English and vice versa for particular audiences.
* Students reflect on adjustments they make to language use for different audiences.
* Students apply knowledge of grammatical and text structures and vocabulary choices to achieve effective communication.
* They identify the main ideas conveyed in texts related to other learning areas or presented in age-appropriate imaginative texts or media.
* 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.
* They demonstrate awareness that texts reflect the cultural background and values of the author and are open to diverse interpretations.
 | 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. (1)
* Students collate and evaluate a range of spoken, written and multimodal sources to convey different perspectives to different audiences. (2)
* 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. (3)
* They respond to authentic texts and create a range of persuasive, informative and imaginative texts. (4)
* Students apply features of prosody in their own speech. (5)
* They apply understanding of character components and morphemes to their own writing. (6)
* 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. (7)
* Students have metalinguistic awareness across their two languages, including explicitly considering similarities and differences in the structure and framing of both languages. (8)
* They are aware of the choices they make in terms of how they present themselves and their ideas to audiences who speak either language. (9)
* They analyse how language features and devices are used to achieve different purposes. (10)
* Students explain how language and languages vary with time and according to situation and context. (11)
* They identify evidence showing how texts reflect the cultural background and values of the author and different perspectives. (12)
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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