**(no-code)**

**and in familiar and some unfamiliar to ideas, experiences and opinions about their own and others' personal world**

•

•

**Elaborations**

• introducing self, peers, friends and familiar adults in conversation or online, for example, ■■■■■■, ■■■■, ■■■■■ and responding to such introductions, for example, ■■, ■■■■■...

• stating opinions on family life, familiar people, experiences and significant personal events, for example, ■■■■■■■, and indicating preferences with reasons, for example, ■■■■...■■, ■■■■■■■■■■■

• encouraging involvement of others in and experimenting with modality to empower themselves and others, for example, ■■■ versus ■■■■, ■■■ versus ■■

• expressing an apology, or gratitude in diverse ways, and comparing practices across , for example, considering which term to use in various situations, depending on the relationship between participants ■■, ■■■■, ■■■■, ■■■■, ■■■■

• sharing opinions on used in contemporary media for young people, such as music videos and television series, for example, ■■■■■■■■■■■■■■■■■

Students learn to:

# initiate and sustain interactions in familiar and some unfamiliar contexts to exchang experiences and opinions about their own and others' personal world

(AC9LC10EC01)

**General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

**Speaking and listening**

• Interacting

**Social management**

• Communication

**Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

**Social management**

• Communication

**Social management**

• Communication

**Social management**

• Communication

**Social management**

• Communication

**Social management**

• Communication

**Resources**

**Work Samples**

# WS01 - ■■■■■■■(What do you like to watch?)

**Snapshot – Interacting**

## Literacy: Speaking and listening: Interacting

### Content description

AC9LC10EC01

### Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience

- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC01

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

# Snapshot – Communication

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

# Resource – Chinese language resource

# Chinese

## Language support resource

The Chinese Language support resources were developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Chinese. They are optional and include illustrative examples of language and language use.
Introduction
The resources provide suggestions for sequential development in 2 parts:
• Part 1 – language features and structures
• Part 2 – thematic contexts for language use.
The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Chinese for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.
Language features and structures
Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.
Thematic contexts for language use
Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using whatever approaches, methodologies and pedagogies suit their students' learning.
Download

# Resource – WS01 - ■■■■■■■(What do you like to watch?)

By the end of Year 10, students initiate and sustain Chinese language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Chinese or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken

and written Chinese to create texts. They use familiar characters appropriate to context and Pinyin to transcribe spoken texts.

Students apply features of the Chinese sound system to enhance fluency, and discern differences in patterns of sound and tone in spoken language. They demonstrate understanding of the sound system in spoken exchanges and characters for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Chinese, to discuss how this learning influences their ideas and ways of communicating.

## AC9LC10EC01

initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal world

## AC9LC10EC02

use Chinese language in exchanges to question, offer opinions and compare and discuss ideas

## AC9LC10EC06

create spoken, written and multimodal informative and imaginative texts, selecting vocabulary, expressions, sentence structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences

## AC9LC10EU01

apply features of the Chinese sound system, and discern differences in patterns of sound and tone, in familiar and some unfamiliar contexts

## AC9LC10EU02

select and use structures and features of the Chinese grammatical and writing systems to enhance and infer meaning, and create spoken, written and multimodal texts

## AC9LC10EC02

**use Chinese in to , offer opinions and compare and discuss ideas**

•

•

**Elaborations**

• discussing topics of interest (music, television programs, sports, etc.) and asking to seek information and opinions, request , and clarify meaning, for example, ■■■■■■■■■■■■■■■

• sharing opinions about school or family life, including ■■■■, ■■■■, ■■■■■, ■■■■■, and linking ideas to explain and support a particular position or , for

example, ■■■■■■■■■■■■■■■■■■■■■■, ■■■■■■■■■■■■■■■, ■■■■■■■■■■■

• corresponding with others via social networking sites, exchanging personal information and requesting information, for example, ■■■■■■, ■■■■■■■■■■

• discussing school life or hobbies, and asking to seek ideas and enhance mutual understanding, for

example, ■■■■■■■■■■■■■■■■■■

Students learn to:

## use Chinese language in exchanges to question, offer opinions and compare and di

(AC9LC10EC02)

## General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

### Speaking and listening

• Interacting

### Social management

• Communication

### Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

**Social management**

• Communication

**Self-management**

• Perseverance and adaptability

**Social management**

• Communication

**Social management**

• Communication

**Social management**

• Communication

**Resources**

**Work Samples**

# WS01 - ■■■■■■■(What do you like to watch?)

**Snapshot – Interacting**

## Literacy: Speaking and listening: Interacting

### Content description

AC9LC10EC02

### Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience

• synthesises ideas from group discussion into a common theme or hypothesis

• poses problems, hypothesises and formulates questions about abstract ideas in group situations

• restates different views and makes suggestions to negotiate agreement

• poses questions to clarify assumptions made by the speaker

• questions others to evaluate accuracy of thinking or problem-solving processes

• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

• interacts strategically and confidently with a broad range of interactional partners

• gives an extended explanation and evaluation of a complex concept, issue or process

• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation

• uses language strategically to subtly align others to own perspective  as appropriate to audience and purpose

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Perseverance and adaptability**

## Personal and Social capability: Self-management: Perseverance and adaptability

### Content description

AC9LC10EC02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select, apply and refine strategies to persevere when faced with unexpected or challenging contexts
• devise, evaluate and adapt strategies to engage with unexpected or challenging situations

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

# AC9LC10EC03

**use non-verbal, spoken and written to discuss, plan and reflect on , events and experiences with peers**

•

•

### Elaborations

• organising a class or school celebration such as celebrating Spring Festival ■■ and Mid-Autumn Festival ■■■, sharing suggestions and delegating roles
• collaborating to develop an imaginative promotional video to post on a website to sell an innovative product or service, for example, a new sustainably designed house or car
• initiating among peers such as ■■■ to promote Chinese learning in school, and arranging a time and location for this , for example, ■■■■■■■■■■■■■■■■■■■■■■■, ■■■■■■■
• planning group events (a real or online event, trip or excursion to a Chinese-speaking community, etc.) and persuading others to get involved and contribute in different ways, for example, ■■■■■■■■■■■■■■■■■■■■■■■■
Students learn to:

# use non-verbal, spoken and written exchanges to discuss, plan and reflect on activi experiences with peers

(AC9LC10EC03)

## General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

**Speaking and listening**

• Interacting

**Social management**

• Communication

• Collaboration

## Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

**Social management**

• Communication

• Collaboration

**Understanding Asia's global significance**

• The peoples of Asia shape human endeavour through aesthetic, creative, political, sporting, economic, technological and scientific domains.

**Social management**

• Communication

• Collaboration

**Design**

• Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems.

• Creative and innovative design is integral to the identification of new ways of sustainable living.

**Social management**

• Communication

• Collaboration

**Social management**

• Communication

• Collaboration

## Resources

### Snapshot – Interacting

## Literacy: Speaking and listening: Interacting

### Content description

AC9LC10EC03

### Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience

• synthesises ideas from group discussion into a common theme or hypothesis

• poses problems, hypothesises and formulates questions about abstract ideas in group situations

• restates different views and makes suggestions to negotiate agreement

• poses questions to clarify assumptions made by the speaker

• questions others to evaluate accuracy of thinking or problem-solving processes

• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

• interacts strategically and confidently with a broad range of interactional partners

• gives an extended explanation and evaluation of a complex concept, issue or process

• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and

elaboration in a group situation
• uses language strategically to subtly align others to own perspective  as appropriate to audience and purpose

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Collaboration**

## Personal and Social capability: Social management: Collaboration

### Content description

AC9LC10EC03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Collaboration**

## Personal and Social capability: Social management: Collaboration

### Content description

AC9LC10EC03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Collaboration**

## Personal and Social capability: Social management: Collaboration

### Content description

AC9LC10EC03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

## Snapshot – Communication

# Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

## Snapshot – Collaboration

# Personal and Social capability: Social management: Collaboration

### Content description

AC9LC10EC03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

## Snapshot – Communication

# Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

## Snapshot – Collaboration

# Personal and Social capability: Social management: Collaboration

### Content description

AC9LC10EC03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

# AC9LC10EC04

**interpret information, ideas and in a wide range of spoken, written and and respond appropriately to cultural , and**

• 
• 
•

**Elaborations**

• tourist brochures and websites detailing lifestyles in diverse locations in Chinese-speaking communities, identifying features of local lifestyles that reflect modernity or tradition, and evaluating the information for relevance, appropriateness, and significance

• documenting specific details of events, customs and lifestyles obtained from diverse sources (video clips, face-to-face interviews, etc.), and summarising the information to form a balanced to share with others

• to, and viewing (celebrity interviews, news reports, documentaries on tourist hot spots, etc.) and obtaining the gist by focusing on familiar, anticipated items in a flow of such as names of people and places, time and date, and opinions

• to or a First Nations Australian's stories and discussing their opinions and ideas, and, in Chinese, presenting their personal profile to the class

• comparing how the theme of love is represented across different imaginative in both Chinese and English, and discussing personal responses, for example, ■■■■■■■■■■..., ■■■■..., ■■■..., ■■■■…, ■■■■■

• identifying how media a sense of 'right' and in the lives of young people and expressing own opinion such as ■■■■■■■, ■■■■■■■ and reactions to the situations and represented, for example, ■■■■■; ■■■■■■...

• about topics such as regional variations in Chinese foods, and creating matching promotional material

• to or watching media of adults talking about their experiences, for example, ■■■■■■■■■■■■ and presenting this information to the class, quoting the source of information ■■■, ■■■■

Students learn to:

# interpret information, ideas and perspectives in a wide range of spoken, written and texts and respond appropriately to cultural context, purpose and audience

(AC9LC10EC04)

## General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

### Inquiring

• Identify, process and evaluate information

### Navigating intercultural contexts

• Adapt in intercultural exchanges

### Reading and viewing

• Understanding texts

### Speaking and listening

• Listening

## Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### Inquiring

• Identify, process and evaluate information

### Knowing Asia and its diversity

• People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.

### Inquiring

• Identify, process and evaluate information

### Navigating intercultural contexts

• Adapt in intercultural exchanges

### Inquiring

• Identify, process and evaluate information

### People

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

### Inquiring

• Identify, process and evaluate information
**Inquiring**
• Identify, process and evaluate information
**Inquiring**
• Identify, process and evaluate information
**Inquiring**
• Identify, process and evaluate information
**Resources**
**Work Samples**

# WS03 - ■■■■■■■■■■■ (Scripts of a conversation on part-time work)

# WS02 - ■■■ (Giving gifts)

## Snapshot – Identify, process and evaluate information

### Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

#### Content description

AC9LC10EC04
#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

## Snapshot – Adapt in intercultural exchanges

### Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

#### Content description

AC9LC10EC04
#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

## Snapshot – Understanding texts

### Literacy: Reading and viewing: Understanding texts

#### Content description

AC9LC10EC04
#### Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
#### Comprehension

• reads and views complex or some highly complex texts (see Text complexity)
• interprets abstract concepts integrating complex ideas
• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
• evaluates the reasoning and evidence in a persuasive text
• explains how context (e.g. time, place, situation) influences interpretations of a text
• analyses the author's perspectives in complex or some highly complex texts

- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

**Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

**Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

**Comprehension**

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

**Processes**

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

**Vocabulary**

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

## Snapshot – Listening

# Literacy: Speaking and listening: Listening

### Content description

AC9LC10EC04

### Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience
- responds to highly complex texts (see Text complexity)
- identifies and paraphrases key points of a speaker's arguments
- describes how listening skills should be applied, according to purpose
- evaluates strategies used by the speaker to elicit emotional responses
- explains any shift in direction, line of argument or purpose made by the speaker
- adopts and re-uses complex abstractions heard in texts
- explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

## Snapshot – Identify, process and evaluate information

# Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

**Content description**

AC9LC10EC04

**Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

**Snapshot – Identify, process and evaluate information**

## Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

### Content description

AC9LC10EC04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

**Snapshot – Adapt in intercultural exchanges**

## Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

### Content description

AC9LC10EC04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

**Snapshot – Identify, process and evaluate information**

## Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

### Content description

AC9LC10EC04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

**Snapshot – Identify, process and evaluate information**

## Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

### Content description

AC9LC10EC04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### Snapshot – Identify, process and evaluate information

## Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

### Content description

AC9LC10EC04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### Snapshot – Identify, process and evaluate information

## Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

### Content description

AC9LC10EC04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### Snapshot – Identify, process and evaluate information

## Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

### Content description

AC9LC10EC04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## Resource – WS03 - ■■■■■■■■■■■■ (Scripts of a conversation on part-time work)

By the end of Year 10, students initiate and sustain Chinese language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives . They synthesise information and respond in Chinese or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Chinese to create texts. They use familiar characters appropriate to context and Pinyin to transcribe spoken texts .

Students apply features of the Chinese sound system to enhance fluency, and discern differences in patterns of sound and tone in spoken language. They demonstrate understanding of the sound system in spoken exchanges and characters for written texts, and select and use sentence and grammatical

structures to interact, make meaning and create texts . They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Chinese, to discuss how this learning influences their ideas and ways of communicating.

## AC9LC10EC04

interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience

## AC9LC10EC06

create spoken, written and multimodal informative and imaginative texts, selecting vocabulary, expressions, sentence structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences

## AC9LC10EU02

select and use structures and features of the Chinese grammatical and writing systems to enhance and infer meaning, and create spoken, written and multimodal texts

**Resource – WS02 - ■■■ (Giving gifts)**

By the end of Year 10, students initiate and sustain Chinese language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Chinese or English, adjusting language to convey meaning and to suit context, purpose and audience . They use structures and features of spoken and written Chinese to create texts. They use familiar characters appropriate to context and Pinyin to transcribe spoken texts.

Students apply features of the Chinese sound system to enhance fluency, and discern differences in patterns of sound and tone in spoken language. They demonstrate understanding of the sound system in spoken exchanges and characters for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts . They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Chinese, to discuss how this learning influences their ideas and ways of communicating .

## AC9LC10EC04

interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience

## AC9LC10EC05

apply strategies to interpret and translate non-verbal, spoken and written interactions and texts, to convey meaning and intercultural understanding in familiar and unfamiliar contexts

## AC9LC10EU01

apply features of the Chinese sound system, and discern differences in patterns of sound and tone, in familiar and some unfamiliar contexts

## AC9LC10EU02

select and use structures and features of the Chinese grammatical and writing systems to enhance and infer meaning, and create spoken, written and multimodal texts

## AC9LC10EU04

reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating

## AC9LC10EC05

**apply strategies to interpret and non-verbal, spoken and written and , to meaning and understanding in familiar and unfamiliar**

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**Elaborations**

• analysing Chinese alongside their English to identify the challenges of translating , and developing strategies to overcome these challenges, by asking, "What is lost in ?", "Why can't we just for ?", "Why do matter?", for example, examining why, "How's it going?" is difficult to into Chinese

• comparing choices for public signs across , and discussing ways is used to rules, expectations, and permission, for example, comparing ■■■■ to 'Staff Only'

• translating intended meaning of an by avoiding literal ( for ) , for example, a response to a compliment such as ■■■■■■■ with ■■■■, and recognising that meaning may be implied rather than stated explicitly, for example, the use of ■ to indirectly reject or refuse others in ■■■■■■■■...■■■■■

• exploring ways to interpret and explain key concepts and cultural practices identified in Chinese such as ■■, and experimenting with how to give ■■ in with others

• exploring the and implications of terms used to identify others, for example, ■■, ■■, ■■■, ■■, ■■■, ■■■■

• explaining meaning of and lyrics, and recognising how feelings/emotions are expressed in subtle ways, using stylistic devices or symbolism, for example, ■■■■■■■

• identifying and responding to intended and unintended meanings in , for example, noticing contradictions between what is being said and the posture, movement, and expression of participants, and asking, "How do I interpret the real meaning?", "Are the speakers just being polite or are their genuine?"

• considering the uses of different measure in Chinese, for example, ■■ and ■■, ■ and ■, when comparing several Chinese of the same recipe

• translating information about aspects of life in Australia to Chinese-speaking readers overseas, considering the 's cultural experiences to determine what concepts they would find difficult to understand, and exploring ways to elaborate on ideas to ensure clarity of meaning, nuances of formation and such as ■■■■ 'flat white'

• exploring the ways in which English and are incorporated into everyday in Chinese in digital media, for example, finding English expressions of emotion used in chat forums and messaging '■ happy ■', and abbreviations replacing L P = ■■

Students learn to:

# apply strategies to interpret and translate non-verbal, spoken and written interaction to convey meaning and intercultural understanding in familiar and unfamiliar contex

(AC9LC10EC05)

## General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

### Analysing

• Interpret concepts and problems

### Navigating intercultural contexts

• Adapt in intercultural exchanges

### Reading and viewing

• Understanding texts

### Speaking and listening

• Listening

## Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### Navigating intercultural contexts

• Adapt in intercultural exchanges

### Analysing

• Interpret concepts and problems

### Analysing

• Interpret concepts and problems

**Navigating intercultural contexts**

• Adapt in intercultural exchanges

**Knowing Asia and its diversity**

• People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.

**Analysing**

• Interpret concepts and problems

**Navigating intercultural contexts**

• Adapt in intercultural exchanges

**Analysing**

• Interpret concepts and problems

**Navigating intercultural contexts**

• Adapt in intercultural exchanges

**Resources**

**Work Samples**

# WS02 - ■■■ (Giving gifts)

# WS04 - ■■■ (Chinese restaurant)

**Snapshot – Interpret concepts and problems**

## Critical and Creative Thinking: Analysing: Interpret concepts and problems

### Content description

AC9LC10EC05

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

**Snapshot – Adapt in intercultural exchanges**

## Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

### Content description

AC9LC10EC05

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

**Snapshot – Understanding texts**

## Literacy: Reading and viewing: Understanding texts

### Content description

AC9LC10EC05

### Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

### Comprehension

• reads and views complex or some highly complex texts (see Text complexity)

• interprets abstract concepts integrating complex ideas

• analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)

• draws inferences using evidence from the text and discounting possible inferences that are not supported by the text

• applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
• evaluates the reasoning and evidence in a persuasive text
• explains how context (e.g. time, place, situation) influences interpretations of a text
• analyses the author's perspectives in complex or some highly complex texts
• analyses the techniques authors use to position readers
• recognises when ideas or evidence have been omitted from a text to position the reader

**Processes**

• automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
• describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
• navigates extended texts including complex digital texts

**Vocabulary**

• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
• verifies interpretations of unfamiliar words using grammatical and contextual cues

**Comprehension**

• reads and views highly complex texts (see Text complexity)
• interprets symbolism in texts, providing evidence to justify interpretation
• judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
• analyses the credibility and validity of primary and secondary sources
• evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
• analyses the cumulative impact of use of language features and vocabulary across texts
• explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
• evaluates the social, moral and ethical positions taken in texts

**Processes**

• strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
• identifies subtle contradictions and inconsistencies in texts

**Vocabulary**

• interprets complex, formal and impersonal language in academic texts
• uses lexical cues to interpret unfamiliar vocabulary
• demonstrates self-reliance in exploration and application of word learning strategies

**Snapshot – Listening**

# Literacy: Speaking and listening: Listening

## Content description

AC9LC10EC05

## Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

• responds to complex texts (see Text complexity)
• identifies and analyses how spoken language is used for different effects
• explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
• selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
• explains how vocabulary is used for impact on the target audience
• responds to highly complex texts (see Text complexity)
• identifies and paraphrases key points of a speaker's arguments
• describes how listening skills should be applied, according to purpose
• evaluates strategies used by the speaker to elicit emotional responses
• explains any shift in direction, line of argument or purpose made by the speaker
• adopts and re-uses complex abstractions heard in texts

• explains how speakers' language can be inclusive or alienating (e.g. a speaker using language
which is only readily understood by certain user groups such as teenagers or people involved in
particular pastimes)

## Snapshot – Adapt in intercultural exchanges

## Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

### Content description

AC9LC10EC05

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that
develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society,
adapting thinking and behaviour to develop mutual understanding

## Snapshot – Interpret concepts and problems

## Critical and Creative Thinking: Analysing: Interpret concepts and problems

### Content description

AC9LC10EC05

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

## Snapshot – Interpret concepts and problems

## Critical and Creative Thinking: Analysing: Interpret concepts and problems

### Content description

AC9LC10EC05

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context
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context

## Snapshot – Adapt in intercultural exchanges

## Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

### Content description

AC9LC10EC05

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that
develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society,
adapting thinking and behaviour to develop mutual understanding

## Snapshot – Interpret concepts and problems

## Critical and Creative Thinking: Analysing: Interpret concepts and problems

### Content description

AC9LC10EC05

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to

context

## Snapshot – Adapt in intercultural exchanges
### Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

#### Content description

AC9LC10EC05

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

## Snapshot – Interpret concepts and problems
### Critical and Creative Thinking: Analysing: Interpret concepts and problems

#### Content description

AC9LC10EC05

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## Snapshot – Adapt in intercultural exchanges
### Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

#### Content description

AC9LC10EC05

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

## Resource – WS04 - ■■■ (Chinese restaurant)

By the end of Year 10, students initiate and sustain Chinese language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Chinese or English, adjusting language to convey meaning and to suit context, purpose and audience . They use structures and features of spoken and written Chinese to create texts. They use familiar characters appropriate to context and Pinyin to transcribe spoken texts .

Students apply features of the Chinese sound system to enhance fluency, and discern differences in patterns of sound and tone in spoken language. They demonstrate understanding of the sound system in spoken exchanges and characters for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts . They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Chinese, to discuss how this learning influences their ideas and ways of communicating .

## AC9LC10EC05

apply strategies to interpret and translate non-verbal, spoken and written interactions and texts, to convey meaning and intercultural understanding in familiar and unfamiliar contexts

## AC9LC10EC06

create spoken, written and multimodal informative and imaginative texts, selecting vocabulary, expressions, sentence structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences

## AC9LC10EU01

apply features of the Chinese sound system, and discern differences in patterns of sound and tone, in familiar and some unfamiliar contexts

## AC9LC10EU02

select and use structures and features of the Chinese grammatical and writing systems to enhance and infer meaning, and create spoken, written and multimodal texts

## AC9LC10EU04

reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating

# AC9LC10EC06

**spoken, written and informative and imaginative , selecting vocabulary, expressions, structures and textual for familiar and some unfamiliar and , to different**

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## Elaborations

• creating short , (a skit about celebrating the Spring Festival, a simple song about school life, a rap about being a student of Chinese, etc.) and incorporating , ■■■■, ■■■■

• portraying a scene from a familiar (a skit or short play recounting an event from a well-known novel, etc.) and considering how the main represent their experiences and express their emotions through their

• developing an information kit, supported by visuals, about their local city or region to provide to Chinese-speaking visitors via a local tourism website, including details on history, climate, environment and cultural

• a journal entry, or contributing to a school newsletter in Chinese reflecting on the impact of a visit to a significant cultural location on a First Nations , and, with permission, referring to cultural knowledge of the site

• producing presentations to deliver information about aspects of leisure , education or community life, for example, ■■■■■■■, and expressing opinions and , using data and examples to support ideas, for example, ■■■■■■■■■■■, ■■... , ■■... , ■■...

• creating a role-play, exploring how alternative can be used to varying degrees of emotion and towards people, places and events, for example, ■■■■■, ■■■■■, ■■■■■

• a creative account of an imagined experience with Chinese-speaking visitors to the local community, for example, hosting a student from Hong Kong or taking a tour group to a local event, describing scenes, feelings and emotions, for example, ■■■■■, ■■■■

• creating a Chinese voice-over for a scene from an English sitcom, experimenting with ways in which , image, behaviour and humour are used to enhance meaning and entertainment

• devising a set of posters or signs in Chinese to remind people of school expectations, for example, ■■■■, ■■■, ■■■■, ■■■■■, ■■■■

• information about life in diverse environments, expressing ideas with elaborated details to enhance meaning and readers, for example, ■■■■■■■■■■■■■■■■■■■■■■■■■

Students learn to:

**create spoken, written and multimodal informative and imaginative texts, selecting v expressions, sentence structures and textual conventions for familiar and some unf and purposes, to engage different audiences**

(AC9LC10EC06)

## General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

**Creating and exchanging**

• Create, communicate and collaborate

**Speaking and listening**

• Speaking

**Writing**

• Creating texts

• Creating texts

**Social management**

• Communication

## Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

**Social management**

• Communication

**Social management**

• Communication

**Social management**

• Communication

**Country/Place**

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

**Creating and exchanging**

• Create, communicate and collaborate

**Social management**

• Communication

**Social management**

• Communication

**Social management**

• Communication

**Creating and exchanging**

• Create, communicate and collaborate

**Navigating intercultural contexts**

• Consider responses to intercultural contexts

**Social management**

• Communication

**Social management**

• Communication

**Social management**

• Communication

**Resources**

**Work Samples**

# WS03 - ■■■■■■■■■■■ (Scripts of a conversation on part-time work)

# WS01 - ■■■■■■■(What do you like to watch?)

# WS04 - ■■■ (Chinese restaurant)

**Snapshot – Create, communicate and collaborate**

## Digital Literacy: Creating and exchanging: Create, communicate and collaborate

### Content description

AC9LC10EC06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select and control advanced features of appropriate digital tools to independently create content

and effectively communicate and collaborate with wider groups

• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

## Snapshot – Speaking

# Literacy: Speaking and listening: Speaking

## Content description

AC9LC10EC06

## Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

### Crafting ideas

• creates spoken texts which explore and interpret concepts drawn from research or learning area content

• selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)

• develops complex ideas or a central theme across a spoken text

• uses language features according to purpose, to impact the audience ( e.g. uses more complex connectives such as "consequently", "accordingly" to explain)

• rephrases or clarifies to repair or refine meaning

• uses language structures and features appropriate to learning area content

• uses technologies and visual and audio resources to enhance meaning and effect in presentations

### Vocabulary

• selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")

• uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")

• uses a range of emotive language appropriate to topic, purpose and audience

• uses rich, evocative, descriptive language

• uses figurative language (e.g. "hungry for success")

### Crafting ideas

• creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content

• includes a range of alternative viewpoints in spoken texts, where appropriate

• controls and manipulates a sophisticated range of language features to affect the audience

• uses a range of rhetorical devices and humour to engage an audience

• references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")

• delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

## Snapshot – Creating texts

# Literacy: Writing: Creating texts

## Content description

AC9LC10EC06

## Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

### Crafting ideas

• creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)

• creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)

• orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)

• intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)

• uses evidence and research including digital resources to expand upon information and elaborate

concepts

**Text forms and features**

• varies sentence structure for effect (see Grammar)

• judiciously uses language, visual and audio features to emotionally or intellectually affect the reader

• uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")

• creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")

• uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

**Vocabulary**

• uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")

• uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")

• uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

**Crafting ideas**

• creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities

• uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)

• creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)

• uses evidence and references

• creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

**Text forms and features**

• maintains tone appropriate to the audience

• uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

**Vocabulary**

• uses complex abstractions (e.g. "economic", "sociocultural")

**Snapshot – Creating texts**

# Literacy: Writing: Creating texts

## Content description

AC9LC10EC06

## Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

**Crafting ideas**

• creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective)

• includes relevant, rich, evocative description

• uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere

• intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)

• generates, selects and crafts ideas to support a theme

• selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional representation of a real event)

**Text forms and features**

• uses language features to engage reader (e.g. uses sensory imagery to build atmosphere)

• uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor)

• includes visual and audio resources to evoke mood or atmosphere of text

• varies sentence structure for effect (see Grammar)

**Vocabulary**

- uses words that create connotations (e.g. "startled", "dismayed")
- uses language that evokes an emotional response (e.g. "a piercing scream echoed through the valley")

**Crafting ideas**

- creates sustained texts that develop more abstract themes or concepts in imaginative ways
- uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to reinforce a point or create a rhythmic flow)
- develops an imaginative text around a theme or social issue

**Text forms and features**

- uses stylistic features for effect (e.g. narrates from an omniscient point of view)
- uses recurring imagery for cohesion
- uses language to create humour (e.g. irony, satire)
- uses complementary noun and verb groups (e.g. "Through narrowed eyes she scrutinised the haggard face.") (see Grammar)

**Vocabulary**

- uses vocabulary for precision (e.g. "shrouded" for "covered")
- uses figurative language to create subtle and complex meaning (e.g. "offering a silent prayer to the deaf sky")

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Create, communicate and collaborate**

## Digital Literacy: Creating and exchanging: Create, communicate and collaborate

### Content description

AC9LC10EC06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Create, communicate and collaborate**

## Digital Literacy: Creating and exchanging: Create, communicate and collaborate

### Content description

AC9LC10EC06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

• select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

**Snapshot – Consider responses to intercultural contexts**

## Intercultural Understanding: Navigating intercultural contexts: Consider response contexts

### Content description

AC9LC10EC06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour

• apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses

## Snapshot – Communication

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

## Snapshot – Communication

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

## Snapshot – Communication

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EC06

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

# AC9LC10EU01

**apply features of the Chinese sound system, and discern differences in patterns of sound and , in familiar and some unfamiliar**

•

•

### Elaborations

• analysing sequences of containing a common component or side to determine the features of form, function and predictability within the group, for example, explaining the features of position, phonetic function and the range of sounds in the ■, ■, ■, ■, ■, ■, ■

• to between unfamiliar at different speeds or levels of clarity to develop auditory and , and discriminating between sounds heard in spoken , including the range of and combinations, for example, 'qin' versus 'qing' and 'chi' versus 'qi'

• examining the diverse meanings of that share similar sounds, for example, the many meanings of the sound 'shi' and how to differentiate between ■■■ and ■■■ in different ■■ and ■■

• comparing examples of regional variation in , for example, comparing the Beijing use of ■ and the southern of 'shi' and 'si', and noticing and describing differences in and when to Chinese speakers from diverse regions

• noticing changes and reflecting on the impact on developing when , for example, noticing, "Do my

sound less forced and more natural?"

• exploring the role of emphasis, and in expressing subtle meanings in in Chinese and English

Students learn to:

## apply features of the Chinese sound system, and discern differences in patterns of in familiar and some unfamiliar contexts

(AC9LC10EU01)

### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

**Speaking and listening**

• Speaking

**Social management**

• Communication

### Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

**Social management**

• Communication

**Social management**

• Communication

**Social management**

• Communication

**Social management**

• Communication

**Social management**

• Communication

**Social management**

• Communication

### Resources

### Work Samples

## WS02 - ■■■ (Giving gifts)

## WS01 - ■■■■■■■(What do you like to watch?)

## WS04 - ■■■ (Chinese restaurant)

### Snapshot – Speaking

## Literacy: Speaking and listening: Speaking

### Content description

AC9LC10EU01

### Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

**Crafting ideas**

• creates spoken texts which explore and interpret concepts drawn from research or learning area content

• selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)

• develops complex ideas or a central theme across a spoken text

• uses language features according to purpose, to impact the audience ( e.g. uses more complex connectives such as "consequently", "accordingly" to explain)

• rephrases or clarifies to repair or refine meaning

• uses language structures and features appropriate to learning area content

• uses technologies and visual and audio resources to enhance meaning and effect in presentations

**Vocabulary**

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

**Crafting ideas**

- creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
- includes a range of alternative viewpoints in spoken texts, where appropriate
- controls and manipulates a sophisticated range of language features to affect the audience
- uses a range of rhetorical devices and humour to engage an audience
- references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
- delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

**Snapshot – Communication**

# Personal and Social capability: Social management: Communication

### Content description

AC9LC10EU01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

# Personal and Social capability: Social management: Communication

### Content description

AC9LC10EU01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

# Personal and Social capability: Social management: Communication

### Content description

AC9LC10EU01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

# Personal and Social capability: Social management: Communication

### Content description

AC9LC10EU01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EU01

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

**Resource – Chinese language resource**

# Chinese

### Language support resource

The Chinese Language support resources were developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Chinese. They are optional and include illustrative examples of language and language use.

Introduction

The resources provide suggestions for sequential development in 2 parts:
• Part 1 – language features and structures
• Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Chinese for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of

learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using whatever approaches, methodologies and pedagogies suit their students' learning.
Download

## Resource – WS02 - ■■■ (Giving gifts)

By the end of Year 10, students initiate and sustain Chinese language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Chinese or English, adjusting language to convey meaning and to suit context, purpose and audience . They use structures and features of spoken and written Chinese to create texts. They use familiar characters appropriate to context and Pinyin to transcribe spoken texts.

Students apply features of the Chinese sound system to enhance fluency, and discern differences in patterns of sound and tone in spoken language. They demonstrate understanding of the sound system in spoken exchanges and characters for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts . They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Chinese, to discuss how this learning influences their ideas and ways of communicating .

## AC9LC10EC04

interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience

## AC9LC10EC05

apply strategies to interpret and translate non-verbal, spoken and written interactions and texts, to convey meaning and intercultural understanding in familiar and unfamiliar contexts

## AC9LC10EU01

apply features of the Chinese sound system, and discern differences in patterns of sound and tone, in familiar and some unfamiliar contexts

## AC9LC10EU02

select and use structures and features of the Chinese grammatical and writing systems to enhance and infer meaning, and create spoken, written and multimodal texts

## AC9LC10EU04

reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating

## Resource – WS01 - ■■■■■■■(What do you like to watch?)

By the end of Year 10, students initiate and sustain Chinese language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Chinese or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Chinese to create texts. They use familiar characters appropriate to context and Pinyin to transcribe spoken texts.

Students apply features of the Chinese sound system to enhance fluency, and discern differences in patterns of sound and tone in spoken language. They demonstrate understanding of the sound system in spoken exchanges and characters for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts. They support discussion of structures and

features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Chinese, to discuss how this learning influences their ideas and ways of communicating.

## AC9LC10EC01

initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal world

## AC9LC10EC02

use Chinese language in exchanges to question, offer opinions and compare and discuss ideas

## AC9LC10EC06

create spoken, written and multimodal informative and imaginative texts, selecting vocabulary, expressions, sentence structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences

## AC9LC10EU01

apply features of the Chinese sound system, and discern differences in patterns of sound and tone, in familiar and some unfamiliar contexts

## AC9LC10EU02

select and use structures and features of the Chinese grammatical and writing systems to enhance and infer meaning, and create spoken, written and multimodal texts

## Resource – WS04 - ■■■ (Chinese restaurant)

By the end of Year 10, students initiate and sustain Chinese language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Chinese or English, adjusting language to convey meaning and to suit context, purpose and audience . They use structures and features of spoken and written Chinese to create texts. They use familiar characters appropriate to context and Pinyin to transcribe spoken texts .

Students apply features of the Chinese sound system to enhance fluency, and discern differences in patterns of sound and tone in spoken language. They demonstrate understanding of the sound system in spoken exchanges and characters for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts . They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Chinese, to discuss how this learning influences their ideas and ways of communicating .

## AC9LC10EC05

apply strategies to interpret and translate non-verbal, spoken and written interactions and texts, to convey meaning and intercultural understanding in familiar and unfamiliar contexts

## AC9LC10EC06

create spoken, written and multimodal informative and imaginative texts, selecting vocabulary, expressions, sentence structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences

## AC9LC10EU01

apply features of the Chinese sound system, and discern differences in patterns of sound and tone, in familiar and some unfamiliar contexts

## AC9LC10EU02

select and use structures and features of the Chinese grammatical and writing systems to enhance and infer meaning, and create spoken, written and multimodal texts

## AC9LC10EU04

reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating

## AC9LC10EU02

**select and use structures and features of the Chinese grammatical and systems to enhance and infer meaning, and spoken, written and**

•

•

### Elaborations

• describing orthographic features of new encountered, including the structure, sequence and relationship of components

• examining the use of diverse character-morphemes to express similar ideas, for example, identifying multiple for food ■, ■, ■, ■ and organising and classifying containing these to understand their of use

• discussing the use of ■■■ and ■■■ in Chinese-speaking communities today, including the revival of ■■■ and the spread of ■■■ in diverse communities, traditional encountered in their local Chinese communities, and noting their simplified version

• exploring the uses of diverse time expressions and ways to sequence events in time, for example, ■...■■..., ■...■..., ...■...■..., ■, ■■, ■■

• applying ways of sequencing and connecting ideas through the use of and cohesive devices, for example, ■■...■■…, ■■...■■, ■■…■■..., ■■..., ■■...

• comparing ways in which is expressed, for example, ■ to indicate completion; ■ to indicate the achievement of a desired result; ■ to indicate intention; the use of negation ■■ to indicate negative past; ■■ to indicate action in progress

• developing ideas using nuanced structures, for example, using different ways to negate depending on degree of formality or emphasis ■■■..., ■■■■...■, ■■■■■..., ■■■..., ■■, ■, ■■

• comparing and discussing the importance of when determining their meanings in , for example, ■, ■, ■

• using modal , for example, ■, ■, ■, ■■, ■...■, ■...■

Students learn to:

## select and use structures and features of the Chinese grammatical and writing syst infer meaning, and create spoken, written and multimodal texts

(AC9LC10EU02)

### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

### Writing

• Grammar

### Social management

• Communication

### Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### Social management

• Communication

### Analysing

• Interpret concepts and problems

### Social management

• Communication

### Social management

• Communication

### Social management

• Communication

### Social management

• Communication

**Social management**

• Communication

**Resources**

**Work Samples**

# WS03 - ■■■■■■■■■■ (Scripts of a conversation on part-time work)

# WS02 - ■■■ (Giving gifts)

# WS01 - ■■■■■■■(What do you like to watch?)

**Snapshot – Grammar**

## Literacy: Writing: Grammar

### Content description

AC9LC10EU02

### Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

### Grammatical accuracy

• makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

### Group and word level

• uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")

• adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")

• creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")

• uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")

• uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

### Sentence level

• selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect

• uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

### Whole text level

• uses cohesive devices to alert the reader about how the text is unfolding (e.g. foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)

### Grammatical accuracy

• writes well-structured texts, rarely making grammatical errors

### Group and word level

• presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")

• selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description

• uses nominalisations to create concise noun groups/phrases

• intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")

• maintains subject-verb agreement in complex sentences

**Sentence level**

• crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice

• makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

**Whole text level**

• uses a wide range of cohesive devices such as text connectives that link sentences and paragraphs, and patterns of meaning (e.g. part–whole, class–subclass, compare–contrast, cause and effect)

**Snapshot – Communication**

# Personal and Social capability: Social management: Communication

### Content description

AC9LC10EU02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

# Personal and Social capability: Social management: Communication

### Content description

AC9LC10EU02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Interpret concepts and problems**

# Critical and Creative Thinking: Analysing: Interpret concepts and problems

### Content description

AC9LC10EU02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

**Snapshot – Communication**

# Personal and Social capability: Social management: Communication

### Content description

AC9LC10EU02

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

# Personal and Social capability: Social management: Communication

### Content description

AC9LC10EU02

**Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EU02

**Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EU02

**Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EU02

**Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

## Personal and Social capability: Social management: Communication

### Content description

AC9LC10EU02

**Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Snapshot – Communication**

# Personal and Social capability: Social management: Communication

## Content description

AC9LC10EU02

## Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

**Resource – WS03 - ■■■■■■■■■■■ (Scripts of a conversation on part-time work)**

By the end of Year 10, students initiate and sustain Chinese language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives . They synthesise information and respond in Chinese or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Chinese to create texts. They use familiar characters appropriate to context and Pinyin to transcribe spoken texts .

Students apply features of the Chinese sound system to enhance fluency, and discern differences in patterns of sound and tone in spoken language. They demonstrate understanding of the sound system in spoken exchanges and characters for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts . They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Chinese, to discuss how this learning influences their ideas and ways of communicating.

## AC9LC10EC04

interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience

## AC9LC10EC06

create spoken, written and multimodal informative and imaginative texts, selecting vocabulary, expressions, sentence structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences

## AC9LC10EU02

select and use structures and features of the Chinese grammatical and writing systems to enhance and infer meaning, and create spoken, written and multimodal texts

## AC9LC10EU03

**reflect on and evaluate Chinese , using to discuss and features**

•

•

## Elaborations

• comparing features of , recount, report and procedural to identify ways in which information is structured and sequenced for particular

• analysing and explaining the organisation and development of ideas or an argument in a range of , including textual features such as paragraphing

• applying understanding of to determine the and intended message of a , for example, the use of markers ■■■ and ■■■ in a recipe for fried rice

• recognising the of and analysing features of format and used, for example, in a diary, letter or advertisement

Students learn to:

**reflect on and evaluate Chinese texts, using metalanguage to discuss language stru**

**features**

(AC9LC10EU03)
## General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

**Inquiring**

• Identify, process and evaluate information

**Engaging with cultural and linguistic diversity**

• Communicate responsively

## Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

**Inquiring**

• Identify, process and evaluate information

**Inquiring**

• Identify, process and evaluate information

**Inquiring**

• Identify, process and evaluate information

**Engaging with cultural and linguistic diversity**

• Communicate responsively

**Inquiring**

• Identify, process and evaluate information

**Resources**

## Snapshot – Identify, process and evaluate information

### Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

#### Content description

AC9LC10EU03

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the information selected to determine bias and reliability

## Snapshot – Communicate responsively

### Intercultural Understanding: Engaging with cultural and linguistic diversity: Comr responsively

#### Content description

AC9LC10EU03

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups

• apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

## Snapshot – Identify, process and evaluate information

### Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

#### Content description

AC9LC10EU03

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## Snapshot – Identify, process and evaluate information

## Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

### Content description

AC9LC10EU03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## Snapshot – Identify, process and evaluate information

## Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

### Content description

AC9LC10EU03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## Snapshot – Communicate responsively

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

### Content description

AC9LC10EU03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

## Snapshot – Identify, process and evaluate information

## Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

### Content description

AC9LC10EU03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the information selected to determine bias and reliability

## AC9LC10EU04

**reflect on and explain how is shaped by (s), (s), , and and how these affect ways of communicating**

•

•

### Elaborations

• examining how the adaptation of reflects and encourages change, for example, examining how gender equality is reflected in the use of ■ to females and ■ to include both men and women

• reflecting on their own choices in with other Chinese speakers and how these may have been perceived, for example, considering, "Was my culturally appropriate?", "Did I my and to help my meaning more effectively?"

• reflecting on the of one when communicating in another, for example, thinking about differences in the use and frequency of 'thank you' and ■■

• reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of with a First Nations Australian, to present in Chinese for a group of Chinese-speaking visitors at a school assembly

• identifying and reflecting on choices made in in Chinese with people from different generations, for example, identifying changes in greetings ■■■■■, ■■, ■ and forms of ■■, ■■, ■■ over time

• with Chinese-speaking peers to share aspects of their own as young Australians, for example, considering, "What aspects of my life and would a person living in a Chinese-speaking community find interesting?", "How do I want to be perceived or understood?"

• analysing the impact on use of and relationships between participants, for example, discussing how concepts such as face ■■ and connections ■■ are reflected in between Chinese speakers

• identifying how different opinions and are expressed and reflecting on how this may be perceived by others, for example, comparing representations of foreigners in ■■■■■■■■■■■ with ■■■■■■

• examining how globalisation is impacting on Chinese and use, for example, how responses to praise are shifting to reflect a western concept of gratitude ■■ rather than the modesty of the past ■■■■

• consisting of ■■■■, for example, ■■■ ..., and discussing the cultural meaning of the quote and how it is relevant to contemporary use, including why it is still quoted widely in modern , for example, ■■■■■■■

Students learn to:

## reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attit values and how these affect ways of communicating

(AC9LC10EU04)

### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

**Engaging with cultural and linguistic diversity**

• Develop multiple perspectives

**Reflecting on culture and cultural diversity**

• Reflect on the relationship between cultures and identities

**Social awareness**

• Empathy

### Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

**Growing Asia-Australia engagement**

• Australia's developing and deepening relationships with the peoples of Asia influence both mutual understandings and expressions of citizenship and culture nationally, regionally and globally.

**Reflecting on culture and cultural diversity**

• Reflect on the relationship between cultures and identities

**Country/Place**

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

**Growing Asia-Australia engagement**

• Australia's developing and deepening relationships with the peoples of Asia influence both mutual understandings and expressions of citizenship and culture nationally, regionally and globally.

**Social awareness**

• Empathy

**Engaging with cultural and linguistic diversity**

• Develop multiple perspectives

• Develop empathy

**Engaging with cultural and linguistic diversity**

• Develop multiple perspectives

**Reflecting on culture and cultural diversity**

• Reflect on the relationship between cultures and identities

**Reflecting on culture and cultural diversity**

• Explore the influence of cultures on interactions

**Resources**

**Work Samples**

# WS02 - ■■■ (Giving gifts)

# WS04 - ■■■ (Chinese restaurant)

**Snapshot – Develop multiple perspectives**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

### Content description

AC9LC10EU04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

**Snapshot – Reflect on the relationship between cultures and identities**

## Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect c relationship between cultures and identities

### Content description

AC9LC10EU04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

**Snapshot – Empathy**

## Personal and Social capability: Social awareness: Empathy

### Content description

AC9LC10EU04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

**Snapshot – Reflect on the relationship between cultures and identities**

## Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

### Content description

AC9LC10EU04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

**Snapshot – Empathy**

## Personal and Social capability: Social awareness: Empathy

### Content description

AC9LC10EU04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

**Snapshot – Empathy**

## Personal and Social capability: Social awareness: Empathy

### Content description

AC9LC10EU04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

**Snapshot – Develop multiple perspectives**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

### Content description

AC9LC10EU04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

**Snapshot – Develop empathy**

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

### Content description

AC9LC10EU04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• use perspective-taking, mutual  understanding and respect to sustain interactions in diverse intercultural experiences

• analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions

### Snapshot – Develop multiple perspectives

## Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

### Content description

AC9LC10EU04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### Snapshot – Reflect on the relationship between cultures and identities

## Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

### Content description

AC9LC10EU04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

• evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### Snapshot – Explore the influence of cultures on interactions

## Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions

### Content description

AC9LC10EU04

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions

• analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration