

Languages – Chinese

Second-language learner pathway

Incorporating:

- **reception to year 10 sequence**
- **years 7 to 10 sequence**

Version 1.0



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Terminology

The South Australian Department for Education uses the term ‘Aboriginal’ to refer to people who identify as Aboriginal, Torres Strait Islander, or both Aboriginal and Torres Strait Islander. This term is preferred by Aboriginal South Australians and the department.

SA Curriculum Framework: Essential Learning summary – Chinese

Why Languages

Languages fulfil our human desire to communicate and relate. They invite us to interpret, create and share our stories. Languages belong to people, cultures and places, and shape who we are. Learning through Languages opens our minds to diverse perspectives, understandings and ways of interacting. Through Languages we become more respectful and responsive communicators.

Dispositions

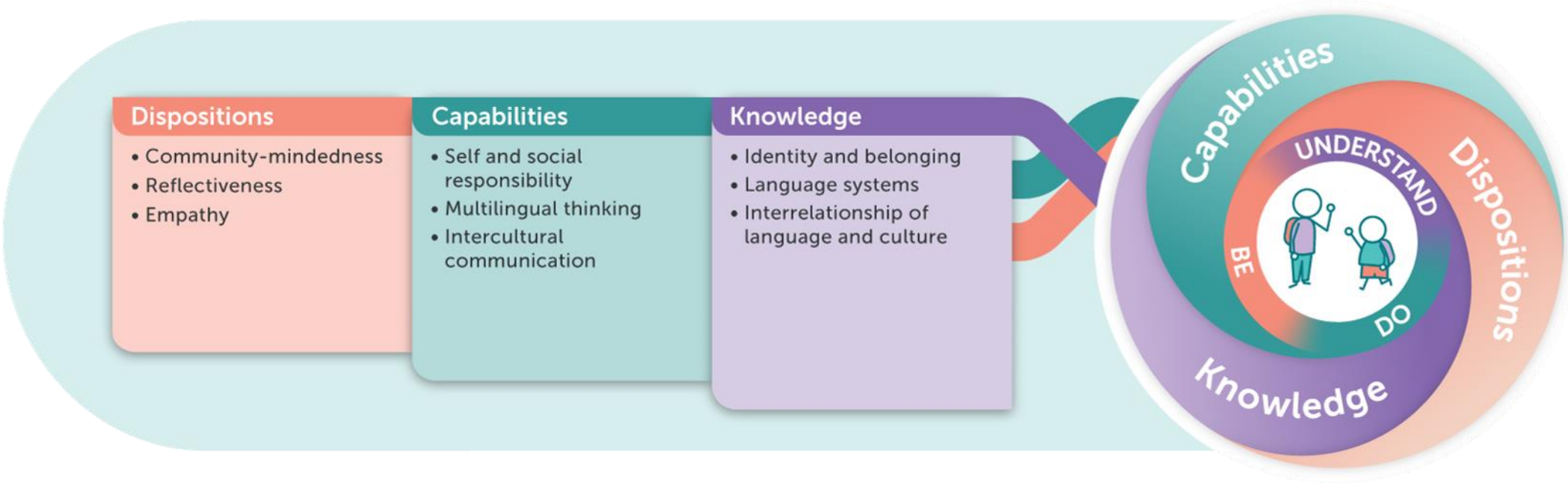
Community-mindedness	Reflectiveness	Empathy
What it is: Being willing to think beyond ourselves by valuing belonging, human interconnectedness and the reality of our multicultural society. Why it matters: Being community-minded supports learners to develop relationships and to be culturally responsive members of diverse local, regional and global communities. Through Languages, learners develop a sense of both individual and collective belonging and wellbeing that extends beyond their immediate groups. Learners come to realise the role of communities in sustaining language use, knowledge and cultural practices for the enrichment of our society.	What it is: Thoughtfully considering the world around us, our emotions, behaviours, perspectives and ways of learning, then monitoring and adjusting these based on insights gained. Why it matters: Being reflective shapes how we live, learn and see ourselves. Analysing our language use, responses to intercultural experiences and assumptions helps develop alternative and more effective ways of thinking, learning, communicating and behaving.	What it is: Relating to and seeking to understand the feelings, experiences and perspectives of others. Why it matters: Being empathetic supports wellbeing and relationships. Engaging with a diversity of languages, cultures, perspectives and experiences fosters compassion and mutual understanding and offers new ways to express emotions and respond to others.

Capabilities

Self and social responsibility	Multilingual thinking	Intercultural communication
What it is: Self-awareness in relation to others and using this insight to take responsibility for managing personal and social relationships and contributing to positive personal and social change. Why it matters: Strong self and social awareness strengthens young people’s cultural and linguistic identity; it develops agency to shape their futures and take active roles in their local, national and international communities.	What it is: Critical, creative and reflective thinking that compares and connects languages to deepen understanding of how meaning is created and shaped in diverse contexts. Why it matters: Comparing, using and reflecting on multiple language systems strengthens metacognitive awareness and literacy. This expands creativity in the ways learners think, learn and know, while enriching how they express themselves and relate to others.	What it is: Adjusting communication practices in culturally responsive ways by drawing on and integrating personal and collective linguistic and cultural resources. Why it matters: Intercultural communication enables the mutual exchange of meaning and creates opportunities to apply new ideas and perspectives. It promotes effective collaboration and stronger relationships.

Knowledge

Identity and belonging	Language systems	Interrelationship of language and culture
What it is: A sense of self and connectedness with culture, place and time, expressed through languages. Why it matters: Developing and sharing our linguistic and cultural identities helps build meaningful relationships and a positive sense of self. This nurtures wellbeing and supports us to connect with our communities.	What it is: The rules, patterns and cultural conventions of languages that govern how messages are organised and conveyed. There are similarities and differences across language systems, and their use is dynamic. Why it matters: Understanding language systems enables personal expression and the exchange of knowledge and culture. It supports language learning and the development of literacy across languages.	What it is: The dynamic and mutual connection between language and culture that is always at play in the exchange of meaning. It encompasses how language reflects and is influenced by cultural practices, values and beliefs. Why it matters: Understanding the interrelationship of language and culture supports effective communication and mutual understanding and is important for interpreting and analysing meaning. It builds awareness of how linguistic and cultural identity influences interactions.



The dispositions, capabilities and knowledge embedded in the SA Curriculum: Languages

Chinese – Reception

Essential Learning

Dispositions

Community-mindedness	Reflectiveness	Empathy
This disposition may be evident when learners, for example: • participate actively in songs, class activities and games • are willing to express themselves during shared activities • show awareness of the languages of the class and the groups they belong to.	This disposition may be evident when learners, for example: • recall their experiences to make connections with new learning • play with and compare the sounds, words and patterns in languages they know and are learning • notice their own and each other’s cultural practices.	This disposition may be evident when learners, for example: • use kind words, gestures and behaviour • include each other in games and activities • notice and show care for the feelings and emotions of others.

Capabilities

Self and social responsibility	Multilingual thinking	Intercultural communication
Learners develop this capability by, for example: • sharing their likes, dislikes, interests and feelings • choosing activities they are interested in and forming peer groups • sharing class responsibilities by working together.	Learners develop this capability by, for example: • using their imagination to re-tell or create bilingual stories • sharing their thinking when participating in language activities • making connections with the gestures, sounds, words and symbols of Chinese, and languages they know.	Learners develop this capability by, for example: • sharing and responding with words and gestures they use at home, at school and in groups they belong to • listening and responding respectfully to familiar and unfamiliar, words, gestures and experiences • participating in class and school routines using Chinese and languages they know.

Knowledge

Identity and belonging	Language systems	Interrelationship of language and culture
Conceptual understandings and supporting content descriptions		
Languages and cultures are a part of identity and build a sense of belonging. Learners: • share the languages they know or are learning^ ○ share the languages they know and the people they share their languages with† ○ share how languages they know or are learning look, sound or feel when singing, viewing or listening to texts† • begin to notice the languages of classmates and teachers^ ○ notice ways that peers use gestures and language to communicate with each other† ○ view or listen to bilingual or multilingual stories† • begin to notice the various ways that people live, share food or celebrate^ ○ watch, read or listen to various stories about people’s lives and make connections to their own lives† ○ explore a variety of texts and begin to make connections with their own languages, cultures and experiences† • notice that they and others belong to groups, and share the ways they interact in those groups^ ○ share the groups they belong to, including family, classroom, interest or friendship groups, and draw, label or talk about their experiences† ○ share the ways they use Chinese to communicate with classmates, the teacher or the school community.†	Languages have systems with rules and patterns that make meaning. Learners: • explore, with support, language features of Chinese noticing similarities and differences between Chinese and English AC9LCF02 • begin to mimic the sounds and rhythms of Chinese, and notice how they are represented in writing^ ○ experiment with the sounds and rhythms in shared oral texts, including singing, chanting and reciting† ○ begin to recognise familiar words by pointing, circling or highlighting as they view or listen to a variety of texts† • begin to notice basic elements of grammar and high frequency vocabulary^ ○ recognise familiar words or common onomatopoeia used in songs, stories, games and rhymes† ○ count using cardinal and ordinal numbers in various contexts† ○ begin to notice word order in the languages they know and Chinese† • begin to notice language structures and features of familiar texts^ ○ notice and use metalanguage to name familiar types of texts, including pictures, signs, books, stories and songs† ○ begin to notice similarities and differences between languages in simple bilingual texts.†	Words and actions carry cultural meaning. Learners: • with support, recognise and communicate meaning in Chinese AC9LCF01 • respond to modelled greetings, instructions and routines through action-related talk and play^ ○ participate in classroom routines and respond to greetings using single words or modelled phrases† ○ follow instructions by using actions, single words and modelled phrases, or through creative expression† • participate in guided, play-based activities with teacher support using gestures and visual and spoken cues^ ○ use modelled language, gestures and actions to sing along, act out parts of a story or play pretend† ○ use gestures and visual or spoken cues when playing games or during shared tasks† • participate in listening and viewing simple repetitive texts and respond using modelled language, actions and movement^ ○ respond to simple questions about texts using actions, modelled words or phrases† ○ engage with familiar repetitive texts by using facial expressions, gestures and movement, or by mimicking expression and pronunciation† • notice and share meanings of gestures, actions and words in Chinese, English and languages they know^ ○ recognise familiar words, images or gestures in texts, and share their meanings† ○ notice familiar words, images or symbols in a variety of texts and make connections with their own languages, cultures and experiences† • explore connections between language and culture. AC9LCF03

^ Supporting content description created for the SA Curriculum

†Elaboration created for the SA Curriculum

Chinese – Years 1 to 2

Essential Learning

Dispositions

Community-mindedness	Reflectiveness	Empathy
This disposition may be evident when learners, for example: • acknowledge that peers have their own preferences and interests • participate collaboratively in group activities and interactions • recognise that they and others belong to various groups and show awareness of the languages that are used in those groups.	This disposition may be evident when learners, for example: • draw on their languages, cultures and experiences to make connections with and learn from each other • explore sounds, words, rhythms and patterns in languages, noticing what is new and building on prior knowledge • notice similarities and differences between their own and each other’s cultural practices.	This disposition may be evident when learners, for example: • help others and show respect when playing or collaborating • use inclusive language and behaviour by inviting others, taking turns and sharing resources • respond with kindness to the feelings and emotions of others.

Capabilities

Self and social responsibility	Multilingual thinking	Intercultural communication
Learners develop this capability by, for example: • sharing their interests, strengths and other aspects of their identity • sharing their ideas, interests and stories, and listening to each other’s experiences • describing the school or community groups they belong to, how they participate and the languages they use.	Learners develop this capability by, for example: • exploring familiar texts by developing questions • contributing ideas to co-create a bilingual text using a digital mind-map or storyboard tool • describing the strategies they have used to complete a language task • recognising familiar letters, symbols or words in bilingual texts and using them in class activities.	Learners develop this capability by, for example: • using respectful verbal and non-verbal communication in class activities or games, and noticing when these have different meanings • using Chinese and languages they know to communicate with peers and when participating in activities • identifying the languages they use and the ways they interact with a range of people, at home, at school or in their communities.

Knowledge

Identity and belonging	Language systems	Interrelationship of language and culture
Conceptual understandings and supporting content descriptions		
Languages and cultures are a part of identity and build a sense of belonging. Learners: - notice their own words, expressions and behaviours that make them who they are^ - share the languages they know and use, and the ways they interact, live, play or celebrate† - choose an element of their identity, including their likes or interests, and share with others† - discuss the ways they are connected to and contribute to their groups^ - identify groups that they belong to and share the ways that they communicate or interact with those groups† - describe roles and responsibilities within their groups, including class, family, interest or sport groups.†	Languages have systems with rules and patterns that make meaning. Learners: - recognise and imitate the sounds and rhythms of Chinese AC9LC2U01 - recognise that Chinese components or characters are used to construct meaning in texts AC9LC2U02 - notice that Chinese has features that may be similar to or different from English. AC9LC2U03	Words and actions carry cultural meaning. Learners: - notice that people use language in ways that reflect cultural practices AC9LC2U04 - recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions AC9LC2C01 - participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues AC9LC2C02 - locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases AC9LC2C03 - notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines AC9LC2C04 - with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying some familiar characters and Pinyin. AC9LC2C05

^ Supporting content description created for the SA Curriculum

†Elaboration created for the SA Curriculum

Chinese – Years 3 to 4

Essential Learning

Dispositions

Community-mindedness	Reflectiveness	Empathy
This disposition may be evident when learners, for example: • take interest in the connections between each other’s languages, cultures and experiences • are willing to collaborate and contribute to group activities • recognise the various groups their peers belong to and the interests they have.	This disposition may be evident when learners, for example: • draw on language and cultural experiences to express their identity and the ways they see themselves • experiment with new and known languages, drawing on prior knowledge • use feedback to identify next steps in their learning.	This disposition may be evident when learners, for example: • choose respectful and inclusive language and behaviour for different contexts • engage with and respond to each other’s stories and ideas • respond to each other’s feelings and emotions with sensitivity.

Capabilities

Self and social responsibility	Multilingual thinking	Intercultural communication
Learners develop this capability by, for example: • sharing personal qualities, strengths, abilities and other aspects of their identity • building friendships by listening to each other and sharing thoughts, feelings and perspectives • discussing and sharing roles within a group and valuing each other’s contributions.	Learners develop this capability by, for example: • developing questions to investigate languages and cultures from a variety of sources • making suggestions and expanding on ideas to create artworks or bilingual texts • sharing strategies to help each other interpret or predict meaning when exploring a new text • comparing and discussing language structures and features with peers and making connections between Chinese and languages they know.	Learners develop this capability by, for example: • inviting and welcoming visitors to the class or school using Chinese and languages of the school community • recognising similarities and differences in the ways they interact and respond to intercultural experiences • selecting and using modelled language and behaviour to include others, communicate ideas and collaborate with peers.

Knowledge

Identity and belonging	Language systems	Interrelationship of language and culture
Conceptual understandings and supporting content descriptions		
Languages and cultures shape identity and build a sense of belonging to community and place. Learners: • recognise aspects of their own linguistic and cultural identity^ ○ create and share texts that represent elements of their identity including preferences, characteristics or strengths† ○ explore connections between their languages, cultures and lived experiences in relation to one another, new learning or new contexts† • discuss their own connections to significant people and places^ ○ identify people or places they feel connected to, including a favourite place at school, home or in the community† ○ consider ways they feel connected to people or places and what helps them to feel a sense of belonging.†	Languages have systems with rules, patterns and cultural conventions that convey meaning. Learners: • recognise and use modelled combinations of sounds, tone-syllable pronunciation and intonation patterns to form words and phrases, and understand that Pinyin is the romanisation of characters AC9LC4U01 • recognise some features of the Chinese writing system, familiar components or characters, simple sentence structures and basic syntax, in familiar texts and contexts AC9LC4U02 • recognise familiar Chinese language features and compare with those of English, in known contexts. AC9LC4U03	Cultural practices and values are shared through language, and influence communication. Learners: • identify connections between Chinese language and cultural practices AC9LC4U04 • initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions AC9LC4C01 • participate in activities that involve planning and transacting with others, using a range of familiar phrases and modelled structures AC9LC4C02 • locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts AC9LC4C03 • develop strategies to comprehend and adjust Chinese language in familiar contexts to convey cultural meaning AC9LC4C04 • create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple sentences and modelled textual conventions, familiar characters appropriate to context, or Pinyin. AC9LC4C05

^ Supporting content description created for the SA Curriculum

†Elaboration created for the SA Curriculum

Chinese – Years 5 to 6

Essential Learning

Dispositions

Community-mindedness	Reflectiveness	Empathy
This disposition may be evident when learners, for example: • acknowledge and value each other’s languages, cultures and experiences • contribute actively to the school community by taking on roles and responsibilities • recognise the value of community groups, and how they contribute to our multicultural society.	This disposition may be evident when learners, for example: • think about their responses and reactions in relation to those of peers • consider ways they interact or communicate, and adjust language and behaviour in response to feedback • reflect on their language learning to identify personal strengths and next steps.	This disposition may be evident when learners, for example: • adjust their language and behaviour in inclusive and culturally respectful ways • value each other’s ideas and contributions • recognise the responses of others and show care and understanding when communicating.

Capabilities

Self and social responsibility	Multilingual thinking	Intercultural communication
Learners develop this capability by, for example: • identifying and representing the languages, cultures and intercultural experiences that have shaped their identity • co-constructing roles, rules and expectations for a group project • developing relationships with peers or group members when collaborating and sharing roles.	Learners develop this capability by, for example: • comparing language structures and features when reading and translating • developing questions to strengthen their understanding or to clarify a process or procedure • choosing creative ways to present or perform bilingual texts for a particular audience • using strategies to interpret meaning and sharing these with peers.	Learners develop this capability by, for example: • welcoming others at a class, school or community event or celebration, being inclusive of cultural and linguistic diversity • participating in intercultural exchanges and responding in ways that are appropriate to audience, purpose and cultural context • choosing language and behaviour that supports understanding when interacting.

Knowledge

Identity and belonging	Language systems	Interrelationship of language and culture
Conceptual understandings and supporting content descriptions		
Languages and cultures shape identity and build a sense of belonging to community and place. Learners: • recognise that their own linguistic and cultural identity changes over time^ ○ identify and share visible and invisible elements of their identity that may have changed or developed over time, including their languages, interests, strengths or aspirations† ○ consider their assumptions or perceptions that have changed since learning Chinese, including ways they interact, respond or communicate with others† • describe ways they contribute to their communities and how this builds a sense of belonging^ ○ share the ways they contribute to their school or community groups, including class, lunchtime clubs or afterschool activities, and discuss how being an active contributor builds a sense of belonging† ○ suggest ways they can support one another to participate or be active in their communities or groups.†	Languages have systems with rules, patterns and cultural conventions that convey meaning. Learners: • apply knowledge of tone-syllables, intonation, stress and phrasing to develop fluency and pronunciation to known words and phrases AC9LC6U01 • use knowledge of modelled sentence structures, formulaic expressions and some characters and writing system features to compose and respond to texts, using appropriate punctuation and textual conventions AC9LC6U02 • compare some Chinese language structures and features with those of English, using some familiar metalanguage. AC9LC6U03	Cultural practices and values are shared through language, and influence communication. Learners: • recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication AC9LC6U04 • initiate and sustain modelled exchanges in familiar contexts related to students’ personal world and school environment AC9LC6C01 • participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9LC6C02 • locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose AC9LC6C03 • apply strategies to interpret and convey meaning in Chinese language in familiar non-verbal, spoken and written cultural contexts AC9LC6C04 • create and present informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, textual conventions, familiar characters or Pinyin. AC9LC6C05

^ Supporting content description created for the SA Curriculum

†Elaboration created for the SA Curriculum

Chinese – Years 7 to 8

Essential Learning

Dispositions

Community-mindedness	Reflectiveness	Empathy
This disposition may be evident when learners, for example: • show interest in the languages, cultures and communities of their peers and teachers • are welcoming and supportive of diversity in the school community • contribute actively to a school or community-based project.	This disposition may be evident when learners, for example: • recall significant people, places and language experiences, and reflect on how these have played a role in shaping their identity • consider how their choice of languages, expressions and gestures might be perceived or understood in different contexts, and adjustments that could be made • reflect on their strategies for learning languages and consider ways that are more effective.	This disposition may be evident when learners, for example: • move between languages or dialects when communicating to support mutual understanding and build connections • use active listening strategies to show interest in and better understand how others might be feeling, and use emotional expressions to share their feelings • are inclusive of linguistic and cultural diversity when collaborating or forming friendships.

Capabilities

Self and social responsibility	Multilingual thinking	Intercultural communication
Learners develop this capability by, for example: • sharing insights into their linguistic and intercultural experiences, including language learning, and how these continue to shape their identity • forming positive peer and teacher relationships • describing their roles and contributions to various groups • collaborating with peers to plan an event for the school or local community.	Learners develop this capability by, for example: • investigating then explaining how languages vary across different contexts and change over time • co-creating a multilingual story, drawing on the languages, cultures and communication practices of the class • analysing similarities and differences in language features, structures and cultural conventions of Chinese and languages of the class.	Learners develop this capability by, for example: • using strategies to initiate and maintain social interactions while being mindful of cultural and linguistic contexts • actively listening and responding in ways that show respect for diverse views and cultural perspectives in class discussions • selecting languages and expressions to support meaning when creating texts for the school and local community.

Knowledge

Identity and belonging	Language systems	Interrelationship of language and culture
Conceptual understandings and supporting content descriptions – reception to year 10 sequence		
Linguistic and cultural identity is dynamic and is connected to community, place and time. Learners: reflect on and explain how identity is shaped by languages, cultures, beliefs, attitudes and values. AC9LC8U04	Languages have systems with rules, patterns and cultural conventions that are used to interpret, shape and organise meaning. Learners: - apply knowledge of conventions of spoken Chinese to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts AC9LC8U01 - apply understanding of sentence structures, expressions, character components and writing system features to infer meaning, and compose and respond to texts AC9LC8U02 - reflect on similarities and differences between Chinese and English language structures and features, using metalanguage. AC9LC8U03	Cultural practices, values and ideas are conveyed through language, and influence communication. Learners: - initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others AC9LC8C01 - collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events AC9LC8C02 - interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9LC8C03 - interpret and adjust non-verbal, spoken and written language to convey meaning in Chinese language in familiar and some unfamiliar cultural contexts AC9LC8C04 - create and present spoken, written and multimodal informative and imaginative texts, selecting vocabulary, expressions, sentence structures, textual features and conventions, using characters appropriate to text type and context. AC9LC8C05

Identity and belonging	Language systems	Interrelationship of language and culture
Conceptual understandings and supporting content descriptions – years 7 to 10 sequence		
Linguistic and cultural identity is dynamic and is connected to community, place and time. Learners: recognise how identity is shaped by languages, cultures, beliefs, attitudes and values. AC9LC8EU04	Languages have systems with rules, patterns and cultural conventions that are used to interpret, shape and organise meaning. Learners: - recognise and use tone-syllable pronunciation and intonation patterns to form words and phrases, and Pinyin to support learning pronunciation AC9LC8EU01 - develop knowledge of, and use sentence structures, characters and writing system features, to understand and create spoken, written and multimodal texts AC9LC8EU02 - compare Chinese language structures and features with English, using familiar metalanguage. AC9LC8EU03	Cultural practices, values and ideas are conveyed through language, and influence communication. Learners: - interact with others using modelled language to exchange information in familiar contexts about self and personal world AC9LC8EC01 - develop Chinese language to interact in classroom exchanges, routines, tasks and responsibilities AC9LC8EC02 - engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment AC9LC8EC03 - locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LC8EC04 - develop and begin to apply strategies to interpret, translate and convey meaning in Chinese in familiar contexts AC9LC8EC05 - create spoken, written and multimodal informative and imaginative texts, for familiar contexts and purposes using appropriate vocabulary, expressions, sentence structures and some textual conventions, and familiar characters or Pinyin. AC9LC8EC06

Chinese – Years 9 to 10

Essential Learning

Dispositions

Community-mindedness	Reflectiveness	Empathy
This disposition may be evident when learners, for example: • value the contributions of different communities to our multilingual and multicultural society • show support for initiatives that promote healthy environments and communities • actively encourage others to contribute to the wellbeing of a community.	This disposition may be evident when learners, for example: • share reactions to intercultural experiences and consider their perspectives in relation to those of peers and teachers • reflect on aspects of their identity they choose to share in different contexts, and how they adapt their use of languages and expressions for those contexts • analyse the processes used when translating, and reflect on their interpretations of culturally significant expressions, practices or beliefs.	This disposition may be evident when learners, for example: • choose expressions, behaviour and languages or dialects that are inclusive, enhance mutual understanding and build relationships • describe how they relate to the perspectives and values of an individual or group • identify and respond appropriately to examples of discrimination, exclusion or harassment.

Capabilities

Self and social responsibility	Multilingual thinking	Intercultural communication
Learners develop this capability by, for example: • establishing personal language learning goals and relating these to future social, educational and vocational aspirations • taking active roles or responsibilities within their communities, and comparing to those of young people locally or globally • developing respectful relationships and diverse social networks to support language learning, common interests or shared goals.	Learners develop this capability by, for example: • posing and responding to questions that build a deeper understanding of language systems and communication practices • evaluating digital sources for language accuracy and cultural bias • creating an imaginative text, drawing on a range of languages or performance techniques to support a diverse audience.	Learners develop this capability by, for example: • using strategies that develop shared meaning, including translanguaging, asking clarifying questions and summarising • choosing culturally responsive language, content and behaviour appropriate to the audience, purpose and cultural context • explaining and justifying their communication practices across cultural contexts.

Knowledge

Identity and belonging	Language systems	Interrelationship of language and culture
Conceptual understandings and supporting content descriptions – reception to year 10 sequence		
Linguistic and cultural identity is dynamic and is connected to community, place and time. Learners: reflect on and evaluate how identity is shaped by languages, cultures, beliefs, attitudes and values, and how these affect ways of communicating. AC9LC10U04	Languages have systems with rules, patterns and cultural conventions that are used to interpret, shape and organise meaning. Learners: - apply features and conventions of spoken Chinese to extend fluency in responding to and creating texts in familiar and unfamiliar contexts AC9LC10U01 - apply knowledge of sentence structures and character form and function to predict meaning and compose texts that contain some complex structures and ideas AC9LC10U02 - reflect on and evaluate Chinese texts, using metalanguage to analyse language structures and features. AC9LC10U03	Cultural practices, values and ideas are conveyed through language, and influence communication. Learners: - initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others AC9LC10C01 - contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare cultural experiences AC9LC10C02 - evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LC10C03 - interpret and translate non-verbal, spoken and written interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts AC9LC10C04 - create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, sentence structures and textual features and conventions to engage different audiences. AC9LC10C05

Identity and belonging	Language systems	Interrelationship of language and culture
Conceptual understandings and supporting content descriptions – years 7 to 10 sequence		
Linguistic and cultural identity is dynamic and is connected to community, place and time. Learners: reflect on and explain how identity is shaped by languages, cultures, beliefs, attitudes and values and how these affect ways of communicating. AC9LC10EU04	Languages have systems with rules, patterns and cultural conventions that are used to interpret, shape and organise meaning. Learners: - apply features of the Chinese sound system, and discern differences in patterns of sound and tone, in familiar and some unfamiliar contexts AC9LC10EU01 - 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 AC9LC10EU02 - reflect on and evaluate Chinese texts, using metalanguage to discuss language structures and features. AC9LC10EU03	Cultural practices, values and ideas are conveyed through language, and influence communication. Learners: - initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal world AC9LC10EC01 - use Chinese language in exchanges to question, offer opinions and compare and discuss ideas AC9LC10EC02 - use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers AC9LC10EC03 - interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LC10EC04 - 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 AC9LC10EC05 - 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. AC9LC10EC06