Chinese Stage 5 – sample scope and sequence (200 hours)

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# Rationale

All NSW public schools need to plan curriculum and develop teaching programs consistent with the *Education Act 1990* (NSW) and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements.

Scope and sequences form part of the ongoing documentation or evidence schools maintain to comply with the department’s policy, policy standards, and registration requirements.

This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own scope and sequence, or be used as an example of how the new curriculum could be implemented. This resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

Developing a robust scope and sequence has many benefits and may help teachers and schools to:

* plan learning activities that are inclusive, accommodating the needs of all students in their class from the beginning
* promote high expectations for student learning
* identify opportunities for explicit teaching
* create opportunities for students to receive feedback on their learning
* systematically plan for and undertake assessment
* collect and use data to monitor achievements and identify gaps in learning
* differentiate and personalise curriculum delivery to meet the needs of students at different levels of achievement
* collaborate with other teachers to plan for quality teaching and learning.

# Chinese Stage 5 – sample scope and sequence for the 200-hour elective

## Year 9

Table – Chinese 200-hour scope and sequence (Year 9)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/  duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **Hobbies and leisure**  **兴趣爱好**  Students discuss, compare and give opinions about leisure activities in China and Australia.  Students identify and discuss the seasonal impacts, including weather, on activities.  Students make plans to participate in an activity with someone. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Exchange information about leisure activities that you and your peers participate in, for example, 我的朋友小明喜欢画画; 我喜欢打篮球. * Discuss **preferences relating to** activities, with reasons, for example, 我喜欢打羽毛球，因为打羽毛球很有意思. * Identify when you do activities, based on weather and seasons, for example, 夏天的时候，我喜欢去海滩游泳，因为天气很热; 周末早上的时候，我喜欢去公园跑步，因为天气很凉快. * Make **suggestions and plans** to participate in a leisure activity with a friend, for example, 我们这周末去爬山怎么样？; 我听说那里的风景非常优美,你一定会喜欢的; 明天晚上我们去吃火锅; 那家的火锅很好吃; 你怎么看？ * Explore **and create different types of texts about** leisure activities, **for example, letters.** | **Creating texts (ML5-CRT-01)**  You have been asked to be a ‘buddy’ to a Chinese student who is moving to Australia and joining your class, to help them settle in.  Write an email to them in Chinese, outlining your leisure activities. In your email, include:   * appropriate greetings and phrases at the start and finish * 2 typical leisure activities in Australia, for example a winter one and a summer one * at least one of your favourite activities and why you enjoy it/them * when you do this activity or these activities * a new activity that you want to try, with reason(s) why you want to try it * an invitation to your ‘buddy’ to do the new activity together * 3 questions about your buddy’s leisure activities. |
| Term 2  10 weeks | **Chinese culture in my world**  **我生活中的中国文化**  Students identify and explore Chinese culture evident in the local and/or Australian community, including digital influences.  Students discuss the significance of Chinese culture-related activities and identify which ones they prefer, with reasons. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Identify and explore the influences of Chinese culture in the local and/or Australian community, for example, Chinatown, Chinese gardens, food, movies, architecture, martial arts, festivals, Tik Tok, WeChat, video games and online shopping. * Express Chinese culture-related words and phrases, for example, ‘Dumplings’在中文里叫什么？; ‘Dumplings’在中文里叫做饺子. * Describe where and when Chinese culture-related activities occur, for example, 周末我们去唐人街吃中国菜. * Describe what happens during Chinese culture-related activities, for example, 在澳大利亚，中国春节的时候中国人吃饺子，们也去唐人街看舞龙. * Recognise and explore how we engage with Chinese digital platforms for communication, for example, 我的生活中，很多朋友用微信聊天. * Understand the relevance of aspects of Chinese culture to Chinese-speaking communities, for example,中国人觉得这会带来好运 or 幸福; 中国人春节的时候吃饺子因为他们认为吃饺子会带来好运. * Express which Chinese culture-related activities you prefer, with reasoning, for example, **我喜欢中国武侠电影，因为我喜欢功夫; 我喜欢悉尼的中国园林，因为它们很漂亮.** * Interact with peers to discuss Chinese cultural examples they see, do or use in their life to increase cultural awareness. | **Interacting (ML5-INT-01)**  In pairs[[1]](#footnote-2), interact with each other in a podcast-style interview[[2]](#footnote-3). To broaden intercultural understanding and strengthen ties with Chinese-speaking communities, discuss one example each of Chinese culture evident in the local and/or Australian community.  In your podcast:   * ask each other to identify an example of Chinese culture in the community (and each identify a different example) * discuss where each example is located or takes place * describe what people do related to each example * ask each other why you like your example, and respond with reasoning. |
| Term 3  10 weeks | **Let’s go out with friends**  **一起和朋友出去吧**  Students exchange information about social events.  Students make plans to attend an event together, including dates, time phrases, clothing and weather.  Students discuss their preferences relating to social activities.  Students make plans to go to an event with a friend. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Explore social events in a range of cultures, such as concerts and festivals. * Discuss when you and your peers participate or do not participate in social events, using **times and time phrases.** * Share opinions about social events, for example,你觉得这次的音乐会怎么样？ * Invite a friend to a social event, for example, 你想和我一起去参加这个派对吗?; 你有兴趣和我一起参加舞蹈课吗？ * Negotiate plans with a friend, using times and dates, for example, 我们这周末去爬山怎么样？; 明天晚上我们去吃火锅，那家的火锅很好吃，你怎么看？ * **Discuss and justify** clothing preferences, based on weather, for example, 你觉得我们应该穿什么去参加音乐会？ | **Part A: Understanding (ML5-UND-01)**  You and your Chinese friend are considering what events you will attend during the Chinese New Year (Spring Festival) celebrations, which are being held both online and in person. Look at a Chinese New Year flyer[[3]](#footnote-4), and answer questions in English about the festival activities, dates, times and locations.  **Part B: Interacting (ML5-INT-01)**  **In pairs, consider the information on the** flyer **and, in Chinese, have a conversation[[4]](#footnote-5)** with your friend to make plans to attend.  **In your conversation:**   * discuss at least one online and one in-person event or activity, indicating your preferences, with reasoning * negotiate plans to attend one in-person activity, based on preferences * discuss what the weather will be like and what you will both wear * negotiate a time to meet. |
| Term 4  10 weeks | **Pack your bags!**  **一起去旅游吧！**  Students exchange information about travel experiences they have had and would like to have.  Students justify preferences in relation to travel destinations and/or experiences.  Students explore the significance of popular sightseeing places in relation to Chinese culture, history and traditions.  Students express interest in and make plans to travel around China including locations, accommodation and transport. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * **Ask and respond to questions about past and future travel experiences, for example, 你去过故宫吗**？**; 你打算什么时候去中国旅游**？ * Use adjectives to describe places and experiences. * **Discuss and justify** preferences in relation to travel destinations and/or experiences, using past tense particles 了 and 过, and reasoning 因为 and 所以, for example, 我喜欢长城，因为长城的风景优美，非常让我震撼; 我去过中国的西湖，那里的景色宜人而且也平静，所以我想再去一次. * Express interest using感兴趣, 对……有兴趣, 对……好奇. * **Plan a trip in China,** including accommodation and transport, for example, 我们计划去北京，打算在一家酒店住下来; 我们计划坐飞机去北京，然后父母开车四处游览. * Discuss sightseeing locations and experiences, for example, 我去了长城，还有北京的故宫; 长城非常宏伟. * Compareprices and experiences at various locations, using comparison 比, 比较, 更and adverbs to qualify meaning, for example, 坐公共汽车比坐出租车更便宜; 我比较喜欢北京. * **Create a travel review**, including the use of potential form, 如果……一定要; 在……你可以体验到……; ……不仅……而且……; 我强烈推荐……因为……. * Ask and give directions using 请问，[location]怎么走？; 往前走，然后右转，你就会看到酒店. | **Creating texts (ML5-CRT-01**)  You have just returned from one week in China. Create 3 posts for an online travel blog to share with Chinese speakers.  Include:   * one post about a full day of sightseeing in a city * one post about a full day of sightseeing in a rural setting * one post about the accommodation you stayed in.   Encourage the audience to consider these as options for a future trip in China, by giving recommendations with reasons.  In your blog:   * include a range of activities, transport options to each destination, prices and places to eat that you enjoyed relevant to each experience, and where they are located * include details about your opinion of the accommodation you stayed in and the location, price, inclusions and how to get there * describe what you recommend about each experience, including activities (where relevant), and explain why * when choosing the places, activities and accommodation to include, reflect on what was special about the experience from a cultural or historical perspective, for example, etiquette or significance to Chinese people * use correct blog formatting including a catchy title and date of each post, emojis and at least 3 engaging and relevant images with captions. |

## Year 10

Table 2 – Chinese 200-hour scope and sequence (Year 10)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/  duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **My local area**  **我住的地方**  Students share information about places and facilities in their local area, including their location and activities that happen there.  Students compare Chinese and Australian neighbourhoods and how the culture of each country is reflected in each context. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Identify places and facilities in the local area. * Describe the location of places and facilities, for example, 公共汽车站在公园的旁边. * Discuss activities you can do at the places and facilities in the local area, using 可以. * Express and justify opinions on activities related to places, for example, 我喜欢去公园因为我喜欢运动; 我喜欢和朋友一起去电影院. * Compare features of Chinese and Australian neighbourhoods and identify how the culture of each is reflected in them. * Create a text, for example an infographic, to promote a town, neighbourhood or location. | **Creating texts (ML5-CRT-01)**  Create **a town**[[5]](#footnote-6) **for a video game design competition with the theme ‘A great town to live in’–一个宜居的小镇. Create a pitch about your town, including:**   * **a minimum of 5 places and/or facilities** * **the location of the places and/or facilities** * **what community members can do at these places and/or facilities** * **your opinion on how these places and/or facilities make this a great town to live in.** |
| Term 2  10 weeks | **Live better, feel better**  **健康生活**  Students express information about health issues, including symptoms.  Students discuss the impacts of their daily routines on their health and wellbeing.  Students explain reasons for lifestyle choices and give lifestyle advice to others.  Students explore how different cultures approach lifestyle choices and healthy living. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Describe **symptoms, for** example**, 我感觉很累, 肚子疼, 头疼.** * Identify health issues of young people, for example, **我睡得不好; 因为学校，我的压力很大; 我运动不够.** * Ask questions and exchange information relating to daily routine and lifestyle, for example**, 你每天有早睡早起吗？; 周末的时候，我会运动; 我每天都吃水果和蔬菜.** * Give lifestyle advice relating to food choices, daily routine and frequency and duration of physical activities, for example, 每周花时间锻炼身体很重要; 你应该少用手机，多出门去公园走走，你可以的！ * Access and compare information from a range of texts describing people’s health, lifestyle habits and choices. | **Interacting (ML5-INT-01)**  **In pairs[[6]](#footnote-7), discuss[[7]](#footnote-8) a health issue with a Chinese online friend via video chat[[8]](#footnote-9). One** student **takes the role of the Chinese friend, and the other the role of the Australian student. The health issue will be provided to you by your teacher.**  In your conversation, include the following:   * the issue and the symptoms it is causing * a discussion about current lifestyle choices * advice on how to change lifestyle choices to address the health issue * encouragement to make change. |
| Term 3  10 weeks | **Building my future**  **打造我的未来**  Students describe school subjects, study routines and part-time jobs.  Students describe what they are good at and what they enjoy.  Students discuss what they want to do in the future.  Students explore how school days and part-time jobs vary across cultures, reflecting on different ideas and perspectives of teenagers living in China. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * **Exchange information, opinions** and **preferences** about school subjects. * Discuss study routines and times, for example, 我每天晚上学习两个小时的数学，然后再做英语作业. * Identify and describe part-time and volunteer jobs, including location, frequency and pay rates. * **Describe** what you are good or not good at and what you enjoy or do not enjoy, in relation to school subjects, skills and future plans, for example, 我数学学得很好; 我想上大学; 我想成为一名工程师; 我唱歌唱得很好，所以我想成为一名歌手. * **Analyse information** to compare and match the abilities and interests of people. * Create a text, for example a direct message on social media, to apply for a job. | **Creating texts (ML5-CRT-01)**  You have seen a job post on social media which interests you. The post mentions that speaking Chinese would be desirable.  In Chinese, respond with a direct message, outlining:   * your name and age * your level of Chinese * why you would be suitable for the job, based on your interests, skills and/or school subjects * your future plans.   Ask questions about:   * the pay rate * location * what days and how many hours you will work per week. |
| Term 4  10 weeks | **Looking after our world**  **关爱我们的地球**  Students describe the environment of their local area, in terms of flora and fauna.  Students communicate opinions and personal interests about their local community and/or environment and tips for what can be done to preserve it.  Students access and share ideas and opinions to encourage people to join in plans. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * **Describe the local area** and the abundance or lack of flora and fauna, for example, 这里的植物很多，每个季节都有不同种类的树和花; 这个地区的动物很多，你可以看到各种各样的鸟和小动物. * Exchange **information** about how to preserve or contribute to the local area, for example, 你有没有参与过当地的义工活动?; 我在公园种……; 我在海滩捡垃圾; 我回收塑料袋. * Access information to **analyse and compare** advice for improving and preserving the local environment. * Create a flyer and interact with others to promote **a community event** including the time, date, place, activities and how it supports the local area. | You have been appointed as a school youth representative for a multicultural community event aimed at environmental preservation of an Aboriginal site in your region.  **Part A: Creating texts (ML5-CRT-01)**  To promote the event and encourage participation from the Chinese-speaking members of your school community, create a promotional flyer in Chinese.  Include:   * location and facts about the Aboriginal site * date, time, location and activities of the event.   **Part B: Interacting (ML5-INT-01)**  **In pairs, record a radio call-in segment for a local Chinese radio station about your event. Questions from the announcer, who will be played by your teacher, will be provided for you both to respond to**[[9]](#footnote-10)**.**  **In your responses include:**   * event details and comments on each other’s events * a different reason for protecting the site for each person * at least one different tip and idea each for how people can be involved in the protection of the site and a comment on each other’s ideas * persuasive language to encourage people to attend your community events. |

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/syllabuses/modern-languages-k-10-2022) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

Please complete the [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kd-DQpO7ustDkqkHBLk4v2FUQktWOUQ3UkE5RjRBVkw3STA3WlJOUjVQOC4u) to help us improve our resources and support.

# Support and alignment

**Resource evaluation and support:** All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance, and effectiveness. For additional support or advice, contact the Languages and Culture team by emailing [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au).

**Alignment to system priorities and/or needs:** [Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 Policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290)

**Alignment to the School Excellence Framework:** This resource supports the [School Excellence Framework](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision, teaching and learning programs) and effective classroom practice (lesson planning).

**Alignment to Australian Professional Standards for Teachers:** This resource supports teachers to address [Australian Professional Standards for Teachers](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.2.2, 3.2.2.

**Consulted with:** Curriculum and Reform, Inclusive Education and subject matter experts

**NSW syllabus:** Modern Languages K–10 Syllabus

**Syllabus outcomes:** ML5-INT-01, ML5-UND-01, ML5-CRT-01

**Author:** Languages and Culture

**Publisher:** State of NSW, Department of Education

**Resource:** Scope and sequence

**Related resources:** Further resources to support Modern Languages Stage 5 can be found on the [Languages curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages).

**Professional learning:** Relevant professional learning is available through the [Languages statewide staffroom](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSNaKRC4ClVDiPgZI5jjt3lUQ1pMWVRSU0kzWExaMEIyVFg5VlJPVkRVRyQlQCN0PWcu&wdLOR=cDE381106-6539-41BF-857A-C2F79D67C5D0) (staff only).

**Universal Design for Learning:** Support the diverse learning needs of students using inclusive teaching and learning strategies. Some students may require more specific adjustments to allow them to participate on the same basis as their peers. For further advice see [Inclusive practice resources for secondary school](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/secondary-school).

**Differentiation:** When using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K-12 and increase knowledge and understanding of Aboriginal histories and cultures. Teachers should use students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners**. EAL/D learners may require scaffolding to support them to gain content knowledge, while providing extra time and assistance to master the English language required to engage with texts or complete classroom tasks. [View some samples of differentiating through scaffolding](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning" \l "Differentiation2).
* **Students with disability**. Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. Teachers can complete the [Curriculum planning for every student in every classroom](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/95110cf8-aa81-ed11-ade7-0003fffeadf8) microlearning series to plan for the diversity of student need.
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. In addition, the [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students.

**Creation date:** October 2023

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# How to use this resource

This sample scope and sequence can be modified to suit the needs of your learners, including adding your own resources, modifying content or duration, and differentiating for learning needs and learner groups. You can learn more about differentiation by accessing the department’s [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies). Accessing the microlearning series [Curriculum planning for every student in every classroom](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/95110cf8-aa81-ed11-ade7-0003fffeadf8) will support you to plan for the diversity of student need. The learning, teaching and assessment strategies and assessment task are suggestions only.

## Supporting students with disability

When using this sample scope and sequence, the assessment tasks and suggested scaffolds and skills, consider the needs of students with disability to ensure inclusivity for student access and engagement.

Considerations may include:

* providing scaffolds for all students as an option to use when needed to guide their response
* providing a visual list of key vocabulary and phrases
* providing options for student expression using their preferred mode of communication
* using closed captions (with English translation setting where appropriate) and/or provide transcripts for deaf or hard of hearing students
* providing documents digitally and/or orally as well as on paper so that they may be accessed by means such as screen readers
* advising students of accessibility options for websites used in the unit, such as Quizlet’s large font and voice over options.

Adjustments are recommended to cater to your class’s learning needs. This could include how students will present their work and communicate their understanding.

Appropriate adjustments may include:

* use of explicit instructions and defining key terms/concepts
* simplified or modified practical activities
* use of pictures and diagrams, clearly labelled to support students to access the tasks
* speech-to-text or augmentative communication devices.

**Tailoring the assessment tasks** – summative assessment tasks should provide an equitable opportunity for all students to demonstrate their understanding and receive quality feedback to improve learning outcomes.

## Additional support for EAL/D students

When using this resource, consider the needs of EAL/D students’ backgrounds when adapting teaching and learning activities. Considerations may include:

* building background knowledge (cultural and linguistic) for what may be considered 'common' terms as students may not have a conceptual understanding of some terms
* understanding that topics that address 'home life’ can be a sensitive topic for many students, particularly those from refugee backgrounds. Teachers' knowledge of their students' family backgrounds is essential to adapt the task appropriately
* including comparisons between Chinese-speaking countries and Australia. Comparisons with their home countries will help students make connections and use their experiences as a resource
* questions in English posed using language that is accessible for EAL/D students, as students will have varying levels of proficiency in English and will need to process and make meaning across 2 languages different from their own
* EAL/D learners may require [scaffolding](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning#Differentiation2) to support them to gain content knowledge, while providing extra time and assistance to master the English language required to engage with texts or complete classroom tasks EAL/D students could require background knowledge and explicit teaching of particular text types (audience, purpose, structure, register, language). EAL/D students may be unfamiliar with a blog. They should have multiple authentic examples/models to read and opportunities to practise writing blog responses prior to the task.

# Evidence base

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NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au/> and the NSW Curriculum website [https://curriculum.nsw.edu.au](https://curriculum.nsw.edu.au/).

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

NESA (NSW Education Standards Authority) (2022) ‘[Advice on scope and sequences](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences)’, Programming, NESA website, accessed 21 December 2022.

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1. As this task assesses interaction, students are encouraged to work in pairs to complete the podcast. Some students may prefer to work individually and/or use assistive technology to provide oral responses. [↑](#footnote-ref-2)
2. Students may be given a word bank or scaffold to support spontaneous interaction. [↑](#footnote-ref-3)
3. Teacher to provide text(s) or [view samples](https://www.canva.com/design/DAFzEb2wDcE/IJ5KWanprGQEKDcmXBaqig/view?utm_content=DAFzEb2wDcE&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview). [↑](#footnote-ref-4)
4. Students may be given prompt cards or scaffolds to support spontaneous interaction. [↑](#footnote-ref-5)
5. Students can use a digital platform such as Minecraft, Canva or PowerPoint. Alternatively, students may hand draw a town design. [↑](#footnote-ref-6)
6. As this task assesses interaction, students are encouraged to work in pairs. Some students may prefer to work individually and/or use assistive technology to provide oral responses. [↑](#footnote-ref-7)
7. Students may be given prompt cards or scaffolds to support spontaneous interaction. [↑](#footnote-ref-8)
8. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). [↑](#footnote-ref-9)
9. Provide a list of questions for students to respond to. Students may use their flyers to support the conversation in Part B. [↑](#footnote-ref-10)