

Languages – Chinese – Background Language Learner Pathway – Year 7-10 (Year 7 Entry) Sequence – Sequence of achievement

Achievement Standard	Years 7 and 8	Years 9 and 10
	<p>By the end of Year 8, students use spoken and written Chinese to sustain interactions in their personal and social worlds (for example, 你叫什么名字？你多大了？你住在哪个城市？, 不对·我是说... and 老师·我可以用电脑吗？), making appropriate language choices for different roles, relationships and situations, for example, 你的那个, 那个 assignment 做完了吗？ They access and analyse information (for example, 排版结构·表格·图标) from a range of sources which include familiar characters and use this information for a range of purposes. Students interpret, translate and create a range of spoken, written and multimodal Chinese texts for imaginative, informative and persuasive purposes and for different audiences. Sentences generally contain two or more ideas connected by cohesive devices (for example, 如果...就...), and use a range of time phrases (for example, 然后；就) to sequence events and ideas. Students make comparisons (比;跟...-), and provide reasons to explain their opinions or actions, using conjunctions (因为、所以、因此).</p> <p>Students explain the diversity in speaking and writing systems across languages, including regional variations within Chinese, and how these differences impact on their own understanding and communicative practices. They identify familiar characters in their simplified and traditional forms, and explain the differences between standard Chinese and dialects that may be spoken in their family. Their written literacy is still developing and they produce longer and more complex texts through the use of digital resources than in handwriting. They describe how the distinctive features of Chinese grammar and texts can be used to achieve particular effects and purposes. They explain how ideas are mediated across languages and cultures in their local communities. They express their own understandings of the Chinese cultural values that influence their own communicative practices.</p>	<p>By the end of Year 10, students use spoken and written Chinese to initiate and sustain extended interactions with others in their social world and in the Chinese-speaking community, for example, 我的学校生活, 澳大利亚的运动·我最喜欢的春节活动. They ask questions (for example, 你真的认为...吗？请想一想...) and adapt language use for a range of contexts and roles. They identify and evaluate key points of information from different spoken, written and multimodal authentic sources and use this information to develop a position and to inform and convince others. They move between Chinese and English to create simple bilingual texts. Students interpret, interact with and create a range of texts for imaginative, informative and persuasive purposes and for different audiences. Sentences include a range of structures, including formal expressions to connect ideas, for example, 除此之外, 尽管这样, 因此, 无论...都... They also use relative and attributive clauses, conditionality and indefinite pronouns. Students compare information and ideas, and explain or justify opinions, for example, 有人说... 还有人认为... 所以...而且... 因此... They apply knowledge of metaphor and 成语 in their own writing.</p> <p>Students map characters against familiar sounds and apply their knowledge of character form and function to predict the meaning and sound of unfamiliar characters. They independently use digital resources to communicate with others, and utilise online and print dictionaries to assist in reading Chinese texts. They explain how the purpose and use of stylistic devices, textual features and language features change across contexts, genres and traditions. Students explain the cultural assumptions that influence participants' responses and identify ways in which understanding could be enhanced in communication. They reflect on the roles both Chinese and Australian cultures play in their own communicative practices and use these reflections to improve their Chinese language use.</p>