

Chinese Years 7-9 Course Overview – 2022 (7-10 sequence)

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
<p>Module 1: IDENTITY</p> <p>KEY QUESTION: Who am I?</p> <p>KEY CONCEPTS: Script writing, tones Time, numbers, audience, purpose</p> <p>KEY PROCESSES: informing; analysing, summarising, recognising, identifying, interpreting</p>	<p>Module 2: FRIENDS AND RECREATION</p> <p>KEY QUESTION(S): What I do in spare time? What do Chinese students do with their spare time?</p> <p>KEY CONCEPTS: Family, relationships, appearance</p> <p>KEY PROCESSES: Locating, informing, reflecting, identifying, applying</p>	<p>Module 3: MY FUTURE</p> <p>KEY QUESTION(S): Where am I going?</p> <p>KEY CONCEPTS: Education and Work</p> <p>KEY PROCESSES: Creating, describing, comparing, reflecting, analysing</p>	<p>Module 4: EXPERIENCE</p> <p>KEY QUESTION(S): How is my school life different from China?</p> <p>KEY CONCEPTS: School, education, values</p> <p>KEY PROCESSES: Translating, analysing, identifying</p>
<p>CONTENT DESCRIPTIONS</p> <p>INFORMING Locate and share with known audiences, information about people, places and events from a range of oral texts.</p> <p>SOCIALISING Exchange feelings, ideas and opinions, establish and maintain friendships and participate in group action</p> <p>SYSTEMS OF LANGUAGE (1) Recognise the tone-syllable nature of the spoken language,</p>	<p>CONTENT DESCRIPTIONS</p> <p>INFORMING (1) Locate and share with known audiences, factual information about people, places and events from a range of oral texts</p> <p>INFORMING (2) Locate information about life in other communities and about aspects of Australian life, including data from graphs and tables, and convey this information to known audiences.</p>	<p>CONTENT DESCRIPTIONS</p> <p>CREATING Respond to simple narratives and create short texts about imagined characters and events.</p> <p>TRANSLATING Interpret common colloquial phrases and culturally specific practices from Chinese contexts into Australian contexts and vice versa, identifying contextual restraints and considering alternatives.</p>	<p>CONTENT DESCRIPTIONS</p> <p>TRANSLATING Translate simple texts from Chinese to English and vice versa, identifying words and phrases in Chinese that do not readily translate into English, using contextual cues, action and gesture to assist translation.</p> <p>SYSTEMS OF LANGUAGE Identify the characteristics of familiar text types, noting particular textual features distinctive to Chinese</p>

<p>discriminate use of tones, rhythm, and sound flow in interactions, and use Pinyin to support learning the spoken language.</p> <p>SYSTEMS OF LANGUAGE (2) Identify how character structure, position and component sequences relate the form of a character to its particular sound and meaning.</p> <p>ROLE OF LANGUAGE AND CULTURE Discuss how language choices reflect cultural practices, including clarifying roles and relationships between participants in interactions.</p>	<p>REFLECTING Reflect on personal experiences and observations of using and learning Chinese language in familiar contexts, and use these reflections to improve communication</p> <p>SYSTEMS OF LANGUAGE Identify and use the characteristics of Chinese word order and explain the use of Chinese-specific grammatical features.</p>	<p>LANGUAGE VARIATION AND CHANGE Identify traditional phrases and contemporary terms in everyday language use and the role of technology in changing the way people communicate.</p>	<p>SOCIALISING Correspond and collaborate with Peers, relating aspects of their daily experiences and arranging sporting and leisure activities.</p>
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Chinese Years 7-8 Achievement Standard

By the end of Year 8, students use spoken and written Chinese to interact in a range of familiar contexts. They respond to instructions, questions and directions. They use known phrases to exchange personal information (for example, 我叫...; 我的爸爸是澳大利亚人), seek clarification (for example, 对不起, 我听不懂, 你说什么?), and transact and make arrangements, for example, 你要来我家吗? They use the question particle 吗 and familiar question words (什么, 谁, 哪儿, 几). Students approximate tone, intonation and rhythm but meaning remains clear. They use gesture and some formulaic expressions to support oral interaction. They employ learnt vocabulary to express personal insights and compare experiences on topics of personal interest and significance. They connect ideas using basic cohesive devices (for example, 和, 可是, 所以), express opinions using 喜欢 and 觉得, and give reasons using 因为. In writing, students organise their ideas using time expressions and phrases which mark sequence, for example, 第一, 第二... They apply 不 and 没有 in familiar phrases. They respond to and create simple informative and imaginative texts for known audiences and purposes. They use a range of verbs, including verbs of identification and existence such as 是, and a range of action verbs to describe interests and events, for example, 踢足球, 打乒乓球, 听音乐. They access and organise information from a range of spoken, audio-visual and printed texts. Students use simple sentences and paragraphs, and produce simple descriptions using intensifiers such as 很, 非常, 最. They reflect on their interactions when using and learning languages.

Students are aware of the key features of the Chinese writing system and its differences to the English writing system. They recognise the function of tone-syllables and Pinyin. They explain the word order of Chinese sentences and the layout and construction of simple familiar Chinese texts in comparison to their English equivalents. They recognise and describe diversity within the Chinese spoken and written language, and consider the influence of culture on everyday communication, for example, concepts such as respect, politeness and the importance of family. They are aware that literal translation between languages is not always possible, and that aspects of interpretation and translation are affected by context, culture, and intercultural experience.

Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.

Chinese Years 9-10 Achievement Standard

By the end of Year 10, students use spoken and written Chinese to initiate and sustain interactions in familiar and unfamiliar contexts. They exchange information, ideas and opinions and enquire into the experiences and opinions of others, using question words such as 为什么, 怎么, 怎么样 to elicit more information. They summarise and collate information from different sources and perspectives to compare how ideas and concepts are expressed and organised in Chinese texts and contexts. Students observe how texts are created for different purposes and audiences. They respond to narratives, identifying language features that do not translate easily between cultures, mediating these ideas and expressing insights in Chinese while adjusting language use for different audiences. They justify their opinions with reasons and specific examples (比如), using tone and rhythm emphatically. Students respond to and create a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences, and describe adjustments they have made in their language use for these different audiences. They use prepositions of time and place, and prepositions to show relationships with other people, for example, 给, 跟, 对. They make comparisons using 比, and describe people in terms of appearance, personality and behaviours, and places in terms of scenery. They use a range of cohesive devices (for example, 不但...而且; 除了...以外; 如果...就) with the support of models and cues. In writing, they organise their ideas according to themes or sequence events using specific time words, temporal markers such as 的时候, 以前 and connectives, for example, 先...然后. They also indicate changes in tense with tense markers such as 了, 过, and use verbs to express modality (for example, 可以, 要, 会, 应该) or intention, for example, 希望, 想, 打算.

Students discern differences in patterns of sound (for example, 'qing', 'qin') and tone in extended speech for different contexts and audiences. They apply knowledge of character components and morphemes to assist their understanding of new characters and words encountered. They analyse grammatical rules, use language appropriate to the form of communication, and compare textual features. Students recognise the key features of grammar and sentence structure that are distinctive to Chinese, such as measure words, and varied uses of verbs (是, 有 and attributive 的), and apply them in new contexts. They are aware of particular issues relating to translating between Chinese and English and recognise that certain concepts cannot be translated readily from Chinese to English and vice versa. They are aware that language use varies according to context, purpose and mode. Students explain how culture and language shape their own and others' communication practices, and reflect on how their own cultural experience impacts on interactions with Chinese speakers.

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