

## Year 8 Chinese

### Achievement

Under the Australian Curriculum, all subjects are broken into two year 'bands'. The standards below are for Years 7 and 8.

By the end of Year 8, students use spoken and written Chinese to sustain interactions in a range of social and personal contexts. They exchange ideas and opinions. They summarise the main points of information about known content from a range of spoken and print sources and convey the relevant information in a range of texts. Students respond to and create simple imaginative and informative texts. Sentences generally contain two or more ideas connected by cohesive devices as well as time expressions and tense markers to sequence events and ideas. Students make comparisons and provide explanations or reasons for opinions or decisions, using phrases that order and link their ideas. They use reported speech to refer to the ideas of others. They speak with attention to pronunciation, tone and phrasing, using intonation and pitch to add emotion or emphasis to their message. They demonstrate intercultural understanding by varying their language use for different audiences and purposes.

Students describe the distinctive spoken and written language systems of Chinese using metalanguage. They know that character components can contribute to both sound and meaning of words and they understand how they can be combined to make different words. They identify features of text types such as letters, emails, descriptions and narratives. Students identify how information is structured in Chinese texts and understand the importance of cultural and contextual cues to correct interpretation of meaning. They explain how features of Chinese culture impact on communication practices and reflect on their own interactions with Chinese-speaking people.

### Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Communicating in target language** in a variety of contexts
- **Understanding** the culture of the target language and the systems, variations and roles of languages, in contexts

### Delivery (mode, time requirements, lessons)

Students can access scheduled lessons each week to complete tasks and assessment in accordance with the Work Rate Calendar. Lessons are delivered via our online learning platforms. Students are encouraged to undertake independent study through the CSDE online learning platforms.

### Student Requirements

Computer, access to internet, email, printer, scanner, telephone or headset with microphone, exercise book, stationery.

## Year 8 Chinese (Semester 1)

Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1	Term 1	<b>Unit 1. How do we celebrate community?</b> In this unit, students will explore the concept of community and how community celebrations reflect and contribute to personal and community identity. Students will: <ul style="list-style-type: none"> <li>• interact with peers to discuss experiences and describe community events</li> <li>• interact with texts to obtain and convey information about community events</li> <li>• understand tones and phrasing techniques</li> <li>• reflect on language and culture associated with community celebrations and shared community values.</li> </ul>
		<b>Summative assessment:</b> Modes assessed: speaking, writing The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>• exchange ideas and opinions</li> <li>• create simple informative texts</li> <li>• write sentences containing two or more ideas connected by cohesive devices</li> <li>• use phrasing to order and link ideas</li> <li>• speak with attention to pronunciation, tone and phrasing</li> <li>• describe the distinctive spoken language system of Chinese using metalanguage.</li> </ul>
	Term 2	<b>Unit 2. What's in a time capsule?</b> In this unit, explore ways that personal, community and national identity are represented by items of personal and cultural significance. Students will: <ul style="list-style-type: none"> <li>• discuss items of personal significance</li> <li>• summarise and analyse information about a virtual time capsule</li> <li>• reflect upon personal and family history to choose items for a virtual time capsule</li> <li>• reflect on language and culture related to items that represent the personal, community and national identity of young people.</li> </ul>
		<b>Summative assessment:</b> Modes assessed: writing, speaking, analysing The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>• create simple informative texts</li> <li>• use sentences generally containing two or more ideas connected by cohesive devices and tense markers to sequence events and ideas</li> <li>• provide explanations or reasons for opinions or decisions, using phrases that order and link their ideas</li> <li>• speak with attention to pronunciation, tone and phrasing</li> <li>• identify how information is structured in Chinese texts.</li> </ul>

## Year 8 Chinese (Semester 2)

Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 2	Term 3	<b>Unit 3. The most magical place on Earth</b> In this unit, students use language to explore the most magical place on Earth, Shanghai Disneyland. Students will: <ul style="list-style-type: none"> <li>access online and print information to plan a day at Disneyworld Resort and theme park in Shanghai</li> <li>understanding times and sequences as well as similarities and differences in Standard Australian English and Chinese Languages.</li> </ul>
		<b>Summative assessment:</b> Modes assessed: reading, writing The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>summarise the main points of information about known content from a range of spoken, audio visual and print sources</li> <li>organise their ideas using time expressions and phrases which mark sequence</li> <li>use simple sentences and paragraphs, and produce simple descriptions using intensifiers</li> <li>explain the word order of Chinese sentences and the layout and construction of simple familiar Chinese texts in comparison to their English equivalents.</li> </ul>
	Term 4	<b>Unit 4. What are oral traditions?</b> In this unit, students will explore traditional folktales, proverbs, legends and myths in Chinese-speaking cultures. Students will: <ul style="list-style-type: none"> <li>discuss stories that are personally meaningful</li> <li>read and transform the context of a variety of traditional stories</li> <li>reflect upon the cultural elements in a story.</li> </ul>
		<b>Summative assessment:</b> Modes assessed: reading, listening, reflecting The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>respond to simple imaginative texts</li> <li>summarise the main points of information about known content from a range of spoken and print sources</li> <li>understand the importance of cultural and contextual cues to correct interpretation of meaning.</li> <li>reflect upon the cultural elements in a story.</li> </ul>

**Disclaimer** All of the above information is accurate at the time of development.