

Year 7 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 assessments 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 Blackboard Collaborate. Students are encouraged to undertake independent study through the CSDE eLearn Blackboard course.

Student Requirements

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

Year 7 Chinese (Semester 1)

Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1	Term 1	<p>Unit 1: How do I express my self-identity? In this unit, students will explore the concept of self-identity, influences on self-identity and ways in which self-identity is expressed. Students will:</p> <ul style="list-style-type: none"> • interact with peers to discuss how they express their self-identity • analyse information in a range of texts • translate ideas in a bilingual blog • understand and apply features of Chinese grammar to describe self-identity • reflect on language and culture associated with expressing self-identity.
		<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> • Modes assessed: writing <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • create simple informative texts • use phrases that order and link ideas • identify features of text types
	Term 2	<p>Unit 2: What is friendship? In this unit, students will explore the concept of friendship and how it is expressed through language. Students will:</p> <ul style="list-style-type: none"> • discuss the qualities and behaviours that characterise a good friendship • summarise and create stories of friendship • translate teen speak terms used between friends • analyse how character components are combined and contribute to the meaning of words • apply features of grammar to describe the qualities of an ideal friend in a poster.
		<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> • Modes assessed: reading, analysing <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • summarise the main points of information about known content from print sources and convey the relevant information in a range of texts • respond to simple informative texts • use sentences that generally contain two or more ideas connected by cohesive devices • describe the distinctive written language systems of Chinese using metalanguage • know that character components can contribute to meaning of words and understand how they can be combined to make different words.

Year 7 Chinese (Semester 2)

Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 2	Term 3	<p>Unit 3: What's for dinner? In this unit, students the concepts of food and eating practices and how they are linked to language and culture. Students will:</p> <ul style="list-style-type: none"> • encounter authentic language in a range of spoken and written texts about food and eating practices in Chinese-speaking countries • discuss, give and follow instructions to prepare food • summarise and analyse different perspectives on food and eating practices • reflect on the cultural significance of eating practices and dishes • understand how to give and follow instructions and how to pronounce loan words.
		<p>Summative assessment, criteria assessed: Modes assessed: writing, listening, speaking, reflecting</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • use spoken and written Chinese to sustain interactions in a range of social and personal contexts • exchange ideas and opinions • explain how features of Chinese culture impact on communication practices.
	Term 4	<p>Unit 4: What is community? In this unit, students explore the concept of community and community values in Chinese-speaking cultures and Australia. Students will:</p> <ul style="list-style-type: none"> • discuss their personal connections with and the characteristics of their community • read and analyse texts about unique communities in Chinese-speaking cultures • analyse language used to describe and refer to communities • reflect on ways own identity can be linked to community.
		<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> • Modes assessed: writing, speaking, reflecting <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • create a simple informative text • demonstrate intercultural understanding by varying their language use for different audiences and purposes • reflect on their own interactions with Chinese-speaking people.

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