



Year 7 and 8 Composite 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 initiate and maintain interactions in Chinese language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Chinese to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures, expressions and levels of formality, to create texts. They select and use characters appropriate to context and begin to use Pinyin to transcribe spoken words and short modelled sentences.

Students apply the conventions of spoken Chinese, including differences in sounds and tones, to develop fluency and demonstrate understanding of writing system features and the role and function of character components. They demonstrate understanding that spoken, written and multimodal texts use different conventions, features and linguistic structures to convey meaning. They comment on structures and features of Chinese text, using metalanguage. They reflect on how the Chinese language, culture(s) and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

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 meaning in Chinese**
Students learning to use language for communicative purposes in interpreting, creating and exchanging meaning.
- **Understanding language and culture**
Students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange.

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.

Student Requirements

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

Year 7 and 8 Composite Chinese – Year A

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 	
	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 <p>apply features of grammar to describe the qualities of an ideal friend in a poster.</p>
	<p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> • Modes assessed: Reading and Analysing 	
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 <p>understand how to give and follow instructions and how to pronounce loan words.</p>
	<p>Summative assessment, criteria assessed: Modes assessed: Writing, Listening, Speaking and Reflecting</p>	
	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 and Reflecting 	

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