



Year 9 Chinese

Recommendation

Year 9 Chinese is designed as a continuer course and a Sound Achievement (C) or above in Year 8 Chinese is strongly recommended. In the event that a student has Chinese language ability but has not previously undertaken formal study, a diagnostic test is required to determine a student's ability to engage with the subject.

Achievement

Under the Australian Curriculum, all subjects are broken into two-year bands. The standards below are for Years 9 and 10.

By the end of Year 10, students use spoken and written Chinese to sustain extended interactions with familiar and unfamiliar participants in a range of contexts (for example, interacting with Chinese-speaking students online, using Chinese to ask about items in a local Chinese grocery). Students use pinyin to transcribe spoken texts and use characters to create written texts. They identify key ideas and compare information from multiple sources to develop and substantiate their own position on topics of personal interest or issues of broader significance. They exchange ideas and opinions. They speak with attention to pronunciation and tone. Students respond to and create a range of short informative and imaginative texts for a variety of audiences and purposes, for example. They use a range of sentence structures and grammatical features to develop cohesion and coherence in these texts, including prepositional phrases to describe participants, and adverbs to express time, tense and frequency of events, for example. They use conjunctions and apply a range of stylistic devices such as rhetorical questions and quotes. They translate texts and produce bilingual texts, recognising that not all concepts can be readily translated Chinese and English. They engage with a range of imaginative texts, for example.

Students recognise how writers and speakers, including themselves, make deliberate choices when using language features and text structures. They recognise that language is dynamic and is influenced by time, place, setting, participants and contexts. When interacting with a range of texts they identify how audience and purpose shape their own and others' language choices and interpretation of these texts. They explain how features of Chinese culture and language shape their own and others' communication practices. Students reflect on how their own cultural experience impacts on interactions with Chinese speakers.

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 the Cairns SDE online learning platform. Students are encouraged to undertake independent study through the Cairns SDE online learning platform.

Student Requirements

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

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Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1	Term 1	<p>Unit 1. How do youth cultures represent themselves? In this unit, students will explore how Chinese and Australian young people experience and perceive youth culture and how it relates to their own identity. Students will:</p> <ul style="list-style-type: none"> • discuss and express their opinion on youth culture • examine different perspectives on youth culture • create a gallery walk with commentary on photos of youth culture • translate teen speak • reflect on the language of youth culture.
	<p>Summative assessment: Modes assessed: Writing and Reflecting</p>	
Semester 1	Term 2	<p>Unit 2. How big is the generation gap? In this unit, students will explore the concept of intergenerational differences in Chinese-speaking countries and Australia. Students will:</p> <ul style="list-style-type: none"> • discuss how the responsibilities of teenagers have changed over time • analyse the perspectives of people from different generations • debate issues that relate to intergenerational differences in Chinese-speaking cultures and Australia • reflect on ways people from Chinese-speaking cultures experience the intergenerational differences.
	<p>Summative assessment: Modes assessed: Speaking and Analysing</p>	
Semester 2	Term 3	<p>Unit 3. What are social issues? In this unit, students will investigate the issue of stress and anxiety that affects teenagers in China and Australia. Students will:</p> <ul style="list-style-type: none"> • discuss different perspectives on teenage stress and anxiety • analyse and present texts about the effect of stress and anxiety on Chinese teenagers • view and write song lyrics about the effect of stress and anxiety on teenagers • reflect on ways language is used to engage an audience.
	<p>Summative assessment: Modes assessed: Writing and Reflecting</p>	
		<p>Unit 4. What are life stories? In this unit, students will explore the life stories of young people in Chinese-speaking cultures and Australia. Students will:</p> <ul style="list-style-type: none"> • discuss significant events that contribute to personal life stories • analyse texts about the life stories of young Chinese speakers • write biographies about Chinese speakers • reflect on ways in which language defines the roles in a person's life.



	Term 4	Summative assessment: Modes assessed: Speaking and Analysing
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