

Level description: Years 9 and 10

In Years 9 and 10, Chinese language learning builds on each student's prior learning and experiences. Students use Chinese to initiate and sustain interactions that communicate their own and others' experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Chinese locally and globally through authentic community and online events. They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.

Students access an increasing range of authentic and purpose-developed resources which may include textbooks, audio and video clips, feature articles, television programs and social media. They expand their knowledge and control of Chinese pronunciation, intonation, structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

Achievement standard: Years 9 and 10

By the end of Year 10, students contribute to and extend interactions in Chinese language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion. They select and use a variety of characters appropriate to context, using Pinyin to transcribe spoken texts.

Students incorporate features, conventions and phrasing patterns of spoken Chinese including variations in intonation, rhythm and sounds, to enhance fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of grammar and character form and function, and language structures and features, to make and predict meaning. They support analysis of Chinese texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Chinese, to evaluate how this learning influences their ideas and ways of communicating.