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 language to initiate and sustain interactions that communicate their own and others' experiences of the world. They listen, speak, read, view and write to communicate with speakers of Chinese locally and globally through authentic community and online events. They may raise awareness of, and facilitate class involvement in, local community events. They access and create spoken, written and multimodal texts , increasingly of their own choosing. They continue to receive guidance, feedback and support from teachers and peers.

Students access an increasing range of authentic and purpose-developed resources which may include traditional and contemporary literature, textbooks, audio and video clips, feature articles , television programs and social media. They may source resources from their local and global communities to share with peers. Resources may include texts in simplified and traditional characters . They expand their knowledge and control of Chinese pronunciation , intonation , structures and features. They acknowledge that language and culture shape identity and these influences can shape their own behaviours, beliefs and values .

Achievement standard: Years 9 and 10

By the end of Year 10, students maintain 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 enhance the overall meaning and cohesion of their spoken and written texts through the strategic use of language structures and features.

Students incorporate the features and conventions of spoken Chinese to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of 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.