

Level description: Years 7 and 8

In Years 7 and 8, Chinese language learning builds on each student's prior learning and experiences. Students use Chinese language , in person or via secure digital access within and beyond the classroom, interacting and collaborating in different ways to facilitate learning. They listen, speak, read, view and write to exchange information, ideas and opinions about their world. They work increasingly independently, individually and in groups, and continue to receive feedback and support from teachers and peers, as required. Students access a range of spoken, written and multimodal texts from an increasing range of authentic , traditional and contemporary sources, which may include audio and video clips, online magazines, advertisements, stories and articles . They may source texts and other resources from their local community to share with peers. They use their English and/or Chinese literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Chinese and English language structures and features. They recognise that language choices reflect cultural identity , beliefs and values .

Achievement standard: 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, and expressions to create texts and apply Chinese script conventions in written texts. Students apply the conventions of spoken Chinese to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Chinese text, using metalanguage. They reflect on how Chinese language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.