

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 while sharing their own and others' experiences of the world. They listen, speak, read and view , and write to communicate with speakers of Chinese in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles , and social media.

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 initiate and sustain Chinese language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Chinese or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Chinese to create texts. They use familiar characters appropriate to context and Pinyin to transcribe spoken texts.

Students apply features of the Chinese sound system to enhance fluency, and discern differences in patterns of sound and tone in spoken language. They demonstrate understanding of the sound system in spoken exchanges and characters for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Chinese, to discuss how this learning influences their ideas and ways of communicating.