

## **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 while sharing their own and others' experiences of the world. They listen, speak, read, view and write to communicate with other speakers of Chinese in local and global settings through authentic community and online events. Background-language and first-language learners may support each other in their literacy development. Students may raise awareness of, and facilitate class involvement in, local community events. They continue to receive guidance, modelling, feedback and support from teachers and peers.

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 traditional and contemporary literature, textbooks, audio and video clips, magazines, online and print articles, and social media. They may identify, compare and contrast simplified and traditional characters in texts. They may source texts and other resources from their local and global communities to share with peers. They acknowledge that language and culture shape identity and that these influences can shape their own behaviours, beliefs and values.

## **Achievement standard: Years 9 and 10**

By the end of Year 10, students initiate and extend interactions in Chinese language to exchange and compare ideas, opinions and experiences about their own and others' personal worlds. They incorporate non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They evaluate and synthesise information and ideas in texts and demonstrate understanding of different perspectives. They interpret, translate and analyse information, and respond in Chinese or English, adjusting language to convey meaning. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They enhance the cohesion of their spoken and written texts through the strategic use of language devices and structures. Students understand and apply nuances of spoken language to extend fluency. They select and apply knowledge of language conventions, structures and features 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.