

# Years 7–8 (7–10 sequence) Chinese Curriculum and assessment plan

## Example

Level description		Context and cohort considerations	
<p>In Years 7 and 8, students are beginning their learning of Chinese language, and this will be influenced by prior learning and experiences of language learning. Students use Chinese language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.</p> <p>Students use Pinyin to learn the sounds of new words by associating sounds with characters, and access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Chinese and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.</p>		<p>Students learn Chinese and French for a semester in Year 7 for three lessons a week. Some students may have background knowledge from primary school and require some differentiation. In Year 8, students are required to select one language and continue studying their chosen language for a year, for three lessons a week.</p>	
Unit 1 — 关于我 (All about me)		Unit 2 — 我的周围 (Around me)	
<p>Timing: Year 7, Term 1 or 3 Duration: 10 weeks</p> <p>Vocabulary relating to oneself and one's personal world represent the building blocks of communication in a new language. In this unit, students learn to communicate in Chinese, beginning with learning how to greet, introduce themselves and understand others in both spoken and written forms. They learn how to correctly pronounce and spell Chinese words using Pinyin. Students compare Chinese characters with Australian Aboriginal ideography and/or Torres Strait Islander ideography. In addition, they develop the ability to write their own names, understand some Chinese characters and apply the knowledge gained from this unit to introduce themselves verbally and in writing.</p>		<p>Timing: Year 7, Term 2 or 4 Duration: 10 weeks</p> <p>To build on their confidence and communication skills in Chinese, students extend their ability to introduce themselves and talk about their personal lives in roleplays, including language about family, friends, hobbies, skills, strengths and weaknesses. They continue to learn and use Chinese characters, understanding the cultural significance of each part of a character and comparing Chinese and English language features. Students begin to compare the personal worlds of Australian and Chinese young people and communicate with a fictitious Chinese student in their assessment task.</p>	
Unit 3 — 中国节日 (Chinese festivals)	Unit 4 — 探索澳大利亚 (Exploring Australia)	Unit 5 — 家, 甜蜜的家 (Home sweet home)	Unit 6 — 一起去购物吧! (Let's go shopping!)
<p>Timing: Year 8, Term 1 Duration: 10 weeks</p> <p>Learning about Chinese festivals such as Chinese New Year and the Mid-Autumn festival exposes students to some of the vibrant customs, songs, foods and dress that contribute to the rich cultural tapestry of China. Students broaden their understanding of Chinese culture through experiences with food, festivals and customs. They discuss the influence of Chinese beliefs and values on language use and interpersonal interactions. Students practise interpreting cultural concepts for English speakers and reinforce their learning by writing in Chinese characters and Pinyin, with a focus on celebrating festivals. They learn about time and dates associated with festivals and consider the language used to accept or decline invitations to festivals and other outings. Students demonstrate their understanding by responding to invitations in the assessment task.</p>	<p>Timing: Year 8, Term 2 Duration: 10 weeks</p> <p>Learning a new language provides opportunities to explore the world, but it can also allow learners to better understand their own country. In this unit, students learn more about the geography of Australia and improve their grammar skills by learning how to use the future tense and completed past action tense. They talk about their plans for holidays and explore the different regions of Australia, discussing past, present and future activities and creating travel itineraries. Students write about their proposed Australian journey using Chinese characters and Pinyin. They demonstrate understanding by commenting on an imagined Chinese conversation between a tourist and a travel agent.</p>	<p>Timing: Year 8, Term 3 Duration: 10 weeks</p> <p>What do houses and homes look like in China and Australia and how do they compare? In this unit, students learn how to talk about household routines in Chinese and explore Chinese cultural norms related to family life. They learn about Chinese domestic practices like waste separation and recycling, comparing them to their own approaches to sustainability. Students discuss the differences and similarities between Chinese and English transactional language used at home and consider the impact of language on cultural values, beliefs and identity. They practise writing using Pinyin and Chinese characters, and they learn how to identify important information in written texts such as advertisements, menus and packaging. Students apply their knowledge from this unit to collaborate in a Chinese roleplay relating to Australian and Chinese sustainability practices.</p>	<p>Timing: Year 8, Term 4 Duration: 10 weeks</p> <p>From fashion stores to street market stalls, when learning a new language one of the most exciting ways to put your new vocabulary to use is by communicating with shopkeepers. In this unit, students learn how to communicate effectively during shopping scenarios, and they discuss the impact of culture on language use and behaviour. Students learn how to describe clothing using adjectives and colours, and express their personal opinions about fashion, writing using Pinyin and Chinese characters they have learnt. They research modern Chinese fashion trends and consider sustainable fashion practices emerging in China and Australia. Students practise using Chinese to interact with others, exchange information and participate in class activities. They understand Chinese grammar structures and how they vary depending on the context and purpose of the text. Students create an outfit based on a design brief and explain their choices in Chinese when presenting to the class.</p>

Unit 1 — 关于我 (All about me)		Unit 2 — 我的周围 (Around me)		
Assessment	<b>Assessment 1 — A blog post</b>	<b>Term/ week</b>	<b>Assessment 3 — Exchange students</b>	
	<p><b>Description:</b> Students read a Chinese blog post to complete a profile and to demonstrate understanding of when to use different greetings in Chinese. In English, they respond to questions about language, culture and identity and comment on the differences between a sentence in Chinese and its translation in English, using metalanguage.</p> <p><b>Technique:</b> Examination</p> <p><b>Mode:</b> Written</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 55 minutes with 5 minutes planning time</li> <li>• up to 150 Chinese characters or equivalent in Pinyin</li> <li>• up to 150 words in English</li> </ul>	Term 1 or 3 Week 7	<p><b>Description:</b> Students watch the video introductions of two Chinese exchange students who will visit their school. In English, they determine which student they would like to be partnered with and suggest ways to enhance their guest's experience. In Chinese, students then write an email to the exchange student, introducing themselves.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Written</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• up to 150 Chinese characters or equivalent in Pinyin</li> <li>• up to 150 words in English</li> </ul>	
	<b>Assessment 2 — Student conversation</b>	<b>Term/ week</b>	<b>Term/ week</b>	
	<p><b>Description:</b> In pairs, students create a conversation in Chinese to introduce themselves and film their conversation.</p> <p><b>Technique:</b> Short response</p> <p><b>Mode:</b> Spoken</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• up to 1 minute per student in Chinese</li> </ul>	Term 1 or 3 Week 8		
Achievement standard	<p>By the end of Year 8, students use Chinese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Chinese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts and demonstrate understanding of how some language reflects cultural practices. They use some familiar characters and Pinyin to support learning. Students approximate Chinese sound patterns, tones, intonation and rhythms, and recognise the function of tone-syllables and Pinyin. They demonstrate understanding that Chinese has rules for characters, grammar, non-verbal, spoken and written communication. They comment on aspects of Chinese and English language structures and features, using metalanguage. They demonstrate awareness that the Chinese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.</p>		<p>By the end of Year 8, students use Chinese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Chinese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts and demonstrate understanding of how some language reflects cultural practices. They use some familiar characters and Pinyin to support learning. Students approximate Chinese sound patterns, tones, intonation and rhythms, and recognise the function of tone-syllables and Pinyin. They demonstrate understanding that Chinese has rules for characters, grammar, non-verbal, spoken and written communication. They comment on aspects of Chinese and English language structures and features, using metalanguage. They demonstrate awareness that the Chinese language is connected with culture and identity, and how this is reflected in their own language(s), culture(s) and identity.</p>	
Moderation	<p><b>Calibration:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>		<p><b>Consensus:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>	

	Unit 3 — 中国节日 (Chinese festivals)		Unit 4 — 探索澳大利亚 (Exploring Australia)		Unit 5 — 家, 甜蜜的家 (Home sweet home)		Unit 6 — 一起去购物吧! (Let's go shopping!)	
	Assessment 4 — RSVP	Term/ week	Assessment 5 — Trip advice	Term/ week	Assessment 6 — Sustainability roleplay	Term/ week	Assessment 7 — Fashion designer	Term/ week
Assessment	<p><b>Description:</b> Students are provided with two Chinese stimuli, the profile of a high school student and an invitation to a Chinese festival. In English, they evaluate whether this student would enjoy participating in the celebration. Then, in a Chinese email, students respond to the invitation on behalf of the student from the stimulus.</p> <p><b>Technique:</b> Examination</p> <p><b>Mode:</b> Written</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 55 minutes with 5 minutes planning time</li> <li>• up to 150 Chinese characters or equivalent in Pinyin</li> <li>• up to 150 words in English</li> </ul>	Term 1 Week 8	<p><b>Description:</b> Students watch a conversation between a tourist and a travel agent discussing the tourist's recent trip. They determine if the tourist is satisfied with the trip in Chinese and comment on language features in English, using metalanguage.</p> <p><b>Technique:</b> Examination</p> <p><b>Mode:</b> Written</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• 55 minutes with 5 minutes planning time</li> <li>• up to 150 Chinese characters or equivalent in Pinyin</li> <li>• up to 150 words in English</li> </ul>	Term 2 Week 9	<p><b>Description:</b> In pairs, students create a roleplay in Chinese, in which one of them plays an Australian student visiting China and the other student plays their Chinese host student. Together, they discuss sustainability practices in China and in Australia. Students submit a video recording of their roleplay along with an individual reflection in English on a teacher-selected Chinese stimulus about sustainability.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Spoken</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• up to 2 minutes per student in Chinese</li> <li>• up to 150 Chinese characters or equivalent in Pinyin</li> <li>• up to 300 words in English</li> </ul>	Term 3 Week 9	<p><b>Description:</b> Students act as fashion designers to create outfits for a client. They analyse the client's personal profile to design multiple outfits, and create a slideshow with written Chinese descriptions of the outfits and explanations of their choices, including price, colour, size and texture. They present the slideshow to the class and answer their classmates' questions in Chinese.</p> <p><b>Technique:</b> Extended response</p> <p><b>Mode:</b> Multimodal</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>• up to 2 minutes in Chinese</li> <li>• spoken response to questions: up to 1 minute in Chinese</li> <li>• up to 200 Chinese characters or equivalent in Pinyin</li> </ul>	Term 4 Week 8
Achievement standard	<p>By the end of Year 8, students use Chinese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Chinese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts and demonstrate understanding of how some language reflects cultural practices. They use some familiar characters and Pinyin to support learning.</p> <p>Students approximate Chinese sound patterns, tones, intonation and rhythms, and recognise the function of tone-syllables and Pinyin. 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Content descriptions	Units						Content descriptions	Units					
Communicating meaning in Chinese	1	2	3	4	5	6	Understanding language and culture	1	2	3	4	5	6
<b>Interacting in Chinese</b> interact with others using modelled language to exchange information in familiar contexts about self and personal world AC9LC8EC01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Understanding systems of language</b> recognise and use tone-syllable pronunciation and intonation patterns to form words and phrases, and Pinyin to support learning pronunciation AC9LC8EU01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
develop Chinese language to interact in classroom exchanges, routines, tasks and responsibilities AC9LC8EC02	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	develop knowledge of, and use sentence structures, characters and writing system features, to understand and create spoken, written and multimodal texts AC9LC8EU02	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment AC9LC8EC03	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	compare Chinese language structures and features with English, using familiar metalanguage AC9LC8EU03	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Mediating meaning in and between languages</b> locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LC8EC04	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Understanding the interrelationship of language and culture</b> recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values AC9LC8EU04	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
develop and begin to apply strategies to interpret, translate and convey meaning in Chinese in familiar contexts AC9LC8EC05	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>							
<b>Creating text in Chinese</b> create spoken, written and multimodal informative and imaginative texts, for familiar contexts and purposes using appropriate vocabulary, expressions, sentence structures and some textual conventions, and familiar characters and/or Pinyin AC9LC8EC06	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							

General capabilities	Units					
	1	2	3	4	5	6
Critical and creative thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Personal and social capability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cross-curriculum priorities	Units					
	1	2	3	4	5	6
Aboriginal and Torres Strait Islander histories and cultures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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