Languages – Chinese scope and sequence: 7–10 Sequence, Levels 7 to 10

| **Levels 7 and 8** | **Levels 9 and 10** | |
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| Achievement standard | | |
| By the end of Level 8, students use Chinese to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in Chinese or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience. They use some familiar Hanzi and Pinyin to support their learning.  Students begin to use pronunciation, intonation and rhythm in spoken Chinese to develop fluency. They demonstrate understanding that Chinese has conventions and rules for Hanzi, and for non-verbal, spoken and written communication. They comment on aspects of Chinese and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | By the end of Level 10, students initiate and sustain Chinese to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in Chinese or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written Chinese to create texts. They use Hanzi and/or Pinyin appropriate to context.  Students apply features and conventions of spoken Chinese and discern differences in patterns of sound and tone to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They apply their understanding of the form and function of familiar Hanzi in different contexts. They discuss the structures and features of Chinese 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 influences their ideas and ways of communicating. | |
| Content descriptions | | |
| Strand: Communicating Meaning in Chinese | | |
| Sub-strand: Interacting in Chinese | | | |
| *Students learn to:* | | | |
| interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds  VC2LC8CM01 | | initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worlds  VC2LC10CM01 | |
| develop language to interact in exchanges, routines and tasks related to their classroom and interests  VC2LC8CM02 | | use Chinese language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss  VC2LC10CM02 | |
| engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment  VC2LC8CM03 | | use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  VC2LC10CM03 | |
| Sub-strand: Mediating meaning in and between languages | | | |
| *Students learn to:* | | | |
| locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience  VC2LC8CM04 | | interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LC10CM04 | |
| develop and apply strategies to interpret and respond to Chinese texts, and to convey meaning and intercultural understanding in Chinese in familiar contexts  VC2LC8CM05 | | apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LC10CM05 | |
| Sub-strand: Creating text in Chinese | | | |
| *Students learn to:* | | | |
| create spoken and written texts using appropriate vocabulary, expressions, grammatical structures and some textual conventions, and using familiar Hanzi and/or Pinyin  VC2LC8CM06 | | create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences, and use appropriate Hanzi  VC2LC10CM06 | |
| Strand: Understanding Language and Culture | | |
| Sub-strand: Understanding systems of language | | | |
| *Students learn to:* | | | |
| recognise and apply the sounds and conventions of spoken Chinese to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contexts, using Pinyin for support  VC2LC8UL01 | | discern differences in patterns of sound and tone, and apply features and conventions of spoken Chinese to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LC10UL01 | |
| identify and use Hanzi and/or Pinyin, and apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LC8UL02 | | apply understanding of Hanzi form and function, context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LC10UL02 | |
| compare the structures and features of Chinese with English and/or other languages using some metalanguage  VC2LC8UL03 | | reflect on and evaluate Chinese texts, using metalanguage to discuss language structures and features  VC2LC10UL03 | |
| Sub-strand: Understanding the interrelationship of language and culture | | | |
| *Students learn to:* | | | |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LC8UL04 | | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LC10UL04 | |