

Year 9 Syllabus

Year Level Description

Year 9 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 8 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture.

Students communicate in Chinese, initiating and participating in sustained interactions to share and compare personal opinions about aspects of childhood, teenage life and relationships. They engage in extended written interaction and activities about events or experiences. Students analyse ideas and information from a range of texts, identifying ways in which emotions, intentions and ideas are expressed. They collate and present in written form different perspectives related to aspects of their personal and social worlds and identify context, purpose and intended audience. Students engage with imaginative performance-based texts, sharing opinions on characters and plot, comparing themes and content with English language texts and utilise these to create and perform their own imaginative texts. They create written imaginative texts that express aspects of Chinese culture for different audiences.

Students understand the systems of the Chinese language, exploring the role of emphasis, stress and rhythm to express subtle meanings in interactions. They increase control of context-related vocabulary and extend knowledge of grammatical elements. Students use metalanguage to describe the distinctive spoken and written language system of Chinese.

Students increasingly monitor language choices when using Chinese, comparing and reflecting on how cultural contexts influence the way language is used within and across communities.





In Year 9 learning is characterised by consolidation and progression. Students are provided with new challenges and engage in some independent learning experiences, always supported by modelling, scaffolding and monitoring.

Communicating

SOCIALISING

Initiate and participate in spoken interactions, using informative and descriptive language to share and compare personal opinions about aspects of childhood, teenage life and relationships, for example, 我小时候很喜欢看电视; 我长大后想当一名医生; 我长大后想当一名老师; 我长大后想当一名科学家

[\(ACLCHC065\)](#)



-  Literacy
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

Engage in extended written interaction and activities about events or experiences such as aspects of childhood, teenage life and relationships, referring to information stated, or requesting or

Understanding


SYSTEMS OF LANGUAGE

Explore the role of emphasis, stress and rhythm to express subtle meanings in interactions
[\(ACLCHU074\)](#)

-  Literacy
-  Critical and creative thinking

Use knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters

Use metalanguage to describe the distinctive spoken and written language system of Chinese
[\(ACLCHU075\)](#)

-  Literacy
-  Critical and creative thinking

Increase control of context-related vocabulary and extend


providing further details

[\(ACLCHC066\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

INFORMING

Analyse ideas and information from a range of spoken texts related to aspects of their personal and social worlds, identifying the different ways in which emotions, intentions and ideas are expressed

[\(ACLCHC067\)](#)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Collate and present in written form different perspectives related to aspects of their personal and

grammatical knowledge, including:

- comparing the use of words that rely on interpretation of context to convey the intended meaning such as 可能, comparing extracts from a range of spoken and written texts which use the same word in a different way
- expressing conditions, for example, 如果...就 ; expressing cause and effect, for example, 因为...所以 and expressing the condition, quality or result of an action, for example, 只有...才
- examining the use of noun phrases in Chinese and experimenting with omitting nouns (zero subjects) when communicating, for example, 正在下雨
- experimenting with the use of 习语 (Chinese set expressions) and famous sayings to substantiate

social worlds and identify context, purpose and intended audience

[\(ACLCHC068\)](#)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Intercultural understanding

CREATING

Engage with imaginative performance-based texts such as popular television programs, Chinese songs and plays, sharing opinions on characters and plot, comparing themes and content with English language texts created for similar audiences and utilise this to create and perform their own texts

[\(ACLCHC069\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Create written imaginative texts

ideas in Chinese

- experimenting with 的 as a subject modifier to express ideas that would contain relative clauses in English, for example,

□□□□□□□□□□

[\(ACLCHU076\)](#)

 Literacy

 Critical and creative thinking

Identify the purposes, text structures and language features of traditional and contemporary Chinese texts

[\(ACLCHU077\)](#)

 Literacy

 Critical and creative thinking

 Intercultural understanding

LANGUAGE VARIATION AND CHANGE

Explore how the Chinese language continues to adapt over time and is influenced by local and global contexts and cultures such as the use of acronyms and English words and how Chinese authorities are trying to limit the use of these terms in the media

that express aspects of Chinese culture for different audiences

[\(ACLCHC070\)](#)

- 📖 Literacy
- 🧠 Critical and creative thinking
- 👥 Personal and social capability
- 🌐 Intercultural understanding

TRANSLATING

Translate and/or interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts

[\(ACLCHC071\)](#)

- 📖 Literacy
- 🧠 Critical and creative thinking
- 🌐 Intercultural understanding

REFLECTING

Monitor language choices when using Chinese, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation

[\(ACLCHU078\)](#)

- 📖 Literacy
- 🧠 Critical and creative thinking
- 🌐 Intercultural understanding

Explain the influence of language on people's actions, values and beliefs and seek to appreciate the scale and importance of linguistic diversity in groups and cultures

[\(ACLCHU079\)](#)

- 📖 Literacy
- 🔗 Information and Communication Technology (ICT) capability
- 🧠 Critical and creative thinking
- 🌐 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Explore how language choices reflect cultural practices and values, for example differences in the use and frequency of 'thank you' and 谢谢, that can be difficult for speakers of other languages to interpret

[\(ACLCHU080\)](#)

- 📖 Literacy
- 🧠 Critical and creative thinking

to different cultural perspectives

 Personal and social capability

Investigate and share their own family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity

 Intercultural understanding

[\(ACLCHC073\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Achievement standard

At standard, students initiate, in part, and participate in spoken interactions in Chinese with others through collaborative tasks, activities and transactions to exchange information on aspects of childhood, teenage life and relationships. They use familiar descriptive and expressive language to share and compare personal opinions, such as 我小时候很喜欢看电视 and 我小时候很喜欢交朋友。 They engage in written interactions and activities, in simple characters, Pinyin and some English, about aspects of childhood, teenage life and relationships, referring to information stated, or requesting or providing further details. Students analyse key ideas and information from a range of spoken texts related to aspects of their personal and social worlds, and identify the different ways in which emotions, intentions and ideas are expressed. They collate and present, in written form, some different perspectives related to aspects of their personal and social worlds and identify context, purpose and intended audience. Students engage with imaginative performance-based texts, sharing opinions on characters and

plot, comparing themes and content with English language texts created for similar audiences, and utilise these to create and perform their own texts. They create simple imaginative written texts that describe aspects of Chinese culture for different audiences. Students translate and interpret, with some accuracy, a range of texts, and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts. They monitor their language choices when using Chinese, and consider their own and others' responses and reactions in intercultural communication. Students question some assumptions and values and, occasionally, modify their language and behaviours in relation to different cultural perspectives. They also investigate and share family and cultural traditions and experiences, considering how these have shaped, and continue to shape, personal and cultural identity.

Students better understand the systems of the Chinese language, exploring the role of emphasis, stress and rhythm to express subtle meaning in interactions. They apply basic knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters. Students discuss how the Chinese language works, using metalanguage to describe the distinctive spoken and written language system of Chinese. They use familiar vocabulary and apply elements of grammar, with a satisfactory level of accuracy. Students compare the use of words that rely on interpretation of context to convey the intended meaning, such as 可能, comparing extracts from a range of spoken and written texts which use the same word in a different way. They express conditions, for example, 如果...; expressing cause and effect, for example, 因为... and expressing the condition, quality or result of an action, for example, 干干净净. Students experiment with the use of 的 (Chinese set expressions) and famous sayings to substantiate ideas in Chinese. Students experiment with 的 as a subject modifier to express ideas that would contain relative clauses in English. They explain the purpose, structures and some language features of contemporary texts in Chinese. Students explore how the Chinese language continues to adapt over time and is influenced by local

and global contexts and cultures. They explain, with some examples, the influence of language on people's actions, values and beliefs, and seek to appreciate the scale and importance of linguistic diversity in groups and cultures. Students explore how language choices reflect cultural practices and values that can be difficult for speakers of other languages to interpret.

Year Level Description

Year 9 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 8 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture.

Students communicate in Chinese, initiating and participating in sustained interactions to share and compare personal opinions about aspects of childhood, teenage life and relationships. They engage in extended written interaction and activities about events or experiences. Students analyse ideas and information from a range of texts, identifying ways in which emotions, intentions and ideas are expressed. They collate and present in written form different perspectives related to aspects of their personal and social worlds and identify context, purpose and intended audience.

Students engage with imaginative performance-based texts, sharing opinions on characters and plot, comparing themes and content with English language texts and utilise these to create and perform their own imaginative texts. They create written imaginative texts that express aspects of Chinese culture for different audiences.

Students understand the systems of the Chinese language, exploring the role of emphasis, stress and rhythm to express subtle meanings in interactions. They increase control of context-related vocabulary and extend knowledge of grammatical elements. Students use metalanguage to

describe the distinctive spoken and written language system of Chinese.

Students increasingly monitor language choices when using Chinese, comparing and reflecting on how cultural contexts influence the way language is used within and across communities.

In Year 9 learning is characterised by consolidation and progression. Students are provided with new challenges and engage in some independent learning experiences, always supported by modelling, scaffolding and monitoring.