

Year 7 Syllabus

Year Level Description

Year 7 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 6 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture. Some students begin Year 7 with proficiency in languages other than Chinese and bring existing language learning strategies and intercultural awareness to the new experience of learning Chinese. Their growing textual knowledge, developed through English literacy, supports their developing Chinese literacy. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

Students communicate in Chinese, initiating and participating in spoken and written interactions with peers and known adults to talk about, give opinions, share thoughts and feelings on people, social events and school experiences. They engage in written interactions with peers and others to exchange information, plan activities or social events. Students access and summarise key information and supporting details from spoken texts and locate, classify and organise key points of information from written texts related to aspects of their personal and social worlds. They respond to a range of imaginative texts, identifying how features of performance convey different emotions and attitudes and apply this knowledge to their own oral performances and texts. They create and perform simple individual and shared written imaginative texts that involve imagined characters and places to entertain peers and younger audiences.

Students better understand the systems of the Chinese language, examining differences in sounds and tones in oral discourse and understanding of familiar radicals and phonetic sides when reading

unfamiliar texts. They extend their knowledge of context-related vocabulary and identify features of grammar to organise and sequence ideas when encountered in familiar expressions and scaffolded language contexts. Students use metalanguage to describe the distinctive spoken and written language system of Chinese.

In Year 7 students reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted. The practice of reviewing and consolidating prior learning is balanced against the provision of engaging and relevant new experiences and connections.

Communicating

SOCIALISING

Initiate and participate in spoken interactions with peers and known adults, using modelled expressive and descriptive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example,

□□□□□□□□; □□□□□□□□□□□□□□;
□□□□□□□□□□

[\(ACLCHC049\)](#)

 Literacy

 Numeracy

 Critical and creative thinking

Understanding

SYSTEMS OF LANGUAGE


Examine differences in sounds and tones heard in oral discourse, including the range of vowel and consonant combinations, for example, 'qin' versus 'qing' and 'chi' versus 'ci'

[\(ACLCHU058\)](#)

 Literacy



 Critical and creative thinking

Interpret texts by estimating the probable sound and meaning of characters based on understanding of familiar radicals and phonetic sides when reading unfamiliar


 Personal and social capability

 Intercultural understanding

Engage in written interactions with peers and other familiar participants to plan activities or social events, exchange information such as hosting a Chinese class or visitor, preparing for a real or virtual school event, trip or excursion

Share information about life in different cultural contexts, expressing ideas and opinions, for example, 

[\(ACLCHC050\)](#)

 Literacy

 Information and Communication Technology (ICT) capability


 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

INFORMING

Access and summarise key information and supporting details from spoken texts related to aspects of their personal and




texts, for example,  

Use metalanguage to describe the distinctive spoken and written language system of Chinese [\(ACLCHU059\)](#)

 Literacy

 Critical and creative thinking

Extend knowledge of context-related vocabulary and identify features of grammar to organise and sequence ideas in simple spoken and written texts, including:

- how clauses of a sentence are linked coherently, joining, contrasting and sequencing ideas and information
- using alternative language to clarify intended meaning, for example, saying  when they don't know the phrase 
- comparing ways in which tense is expressed in Chinese and applying, for example,  to

social worlds ([ACLCHC051](#))

 Literacy

 Numeracy

 Critical and creative thinking

 Intercultural understanding

Locate, classify and organise key points of information from written texts related to aspects of their personal and social worlds and represent this information for known audiences

([ACLCHC052](#))

 Literacy

 Numeracy

 Critical and creative thinking

 Intercultural understanding

CREATING

Respond to a range of performance-based imaginative texts, identifying how features of performance, including the use of posture, movement, voice, images and sound, are used to convey different emotions and attitudes and apply this knowledge to their own oral performances and texts

indicate completion; 了 to

indicate the achievement of a desired result; 了 to indicate

intention; verb negation 不了 to

indicate incomplete past and 正在

to indicate action in progress

- using different ways to negate ideas depending on degree of formality or emphasis, for example,

不能...; 不可能...; 不行; ...不

([ACLCHU044](#)) ([ACLCHU060](#))

 Literacy

 Critical and creative thinking

Identify the structures and key features of familiar texts in Chinese such as language choice, focus of information and paragraphing, to explain the relationship between the language and structure used and the purpose of the text





([ACLCHU061](#))

 Literacy

 Critical and creative thinking





LANGUAGE VARIATION AND CHANGE

[\(ACLCHC053\)](#)

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

Create and perform simple, individual and shared written imaginative texts that involve imagined characters and places, to describe experiences and to entertain peers and younger audiences



[\(ACLCHC054\)](#)

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

TRANSLATING




Translate short phrases and texts for different audiences varying the language to explain key points for these different audiences

[\(ACLCHC055\)](#)

-  Literacy
-  Information and Communication Technology (ICT) capability




Explore the ways in which Chinese language use is fostered among local communities and the use of Chinese in local media

[\(ACLCHU062\)](#)

-  Literacy
-  Critical and creative thinking
-  Intercultural understanding

Explain the dynamic nature of the Chinese language by exploring examples of types of simplifications and ways of associating traditional characters with known simplified forms, for example, whole simplifications (一-|), part substitutions (一-|) and half simplifications (一-|)


[\(ACLCHU078\)](#)

-  Literacy
-  Critical and creative thinking
-  Intercultural understanding

Understand that Chinese, like other languages, has evolved and developed through different periods of influence and change

[\(ACLCHU063\)](#)

-  Literacy

 Critical and creative thinking

 Intercultural understanding

REFLECTING

Interact and engage with members of the Chinese-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events

Consider their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, impacts on identity and communication

[\(ACLCHC057\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Reflect on how language use varies between communities and how communication is shaped by a community's geographical location, languages and cultures

[\(ACLCHU064\)](#)

 Literacy

 Critical and creative thinking

 Intercultural understanding

Achievement standard

At standard, students initiate and participate in spoken and written interactions in Chinese with others through collaborative tasks, activities and transactions to exchange information on people, social events and school experiences. They use modelled descriptive and expressive language to talk about, give opinions and share thoughts and feelings, such as 说说笑笑 and 说说笑笑. Students engage in written interactions to plan Chinese activities or social events, as well as share and exchange information about life in different cultural contexts, expressing some ideas and opinions. Students identify and summarise most key information, and some supporting details, from spoken texts related to their personal and social worlds. They locate, classify and organise most key points of information from written texts related to aspects of their personal and social worlds and re-present this information for known audiences. Students respond to a range of performance-based imaginative texts, identifying how features of performance are used to convey different emotions and attitudes and apply this knowledge to their own oral performances and texts. They create and perform simple, individual and shared imaginative texts with imagined characters and places, to describe experiences and to entertain peers and younger audiences. They translate, mostly accurately, short phrases and texts for different audiences, at times varying the language to explain key points for these different audiences. Students interact and engage with Chinese speakers to share and compare some aspects of culture that affect communication, and notice how their own culture impacts on language use. They also consider how their biography influences their identity and communication.

Students better understand the systems of the Chinese language, examining differences in sounds and tones heard in oral discourse, including the range of vowel and consonant combinations. They interpret texts by estimating the probable sound and meaning of characters based on understanding of familiar radicals and phonetic sides when reading unfamiliar texts. They discuss how the Chinese language works, using metalanguage to describe the distinctive spoken and written language

system of Chinese. Students use some knowledge of character components and how they can be used to categorise vocabulary. Students use familiar vocabulary and apply elements of grammar, with a satisfactory level of accuracy. They show how clauses of a sentence are linked coherently, joining, contrasting and sequencing ideas and information. They use alternative language to clarify intended meaning, for example, saying 不知道 when they don't know the phrase 不知道, and compare ways in which tense is expressed in Chinese and applying, for example, 了 to indicate completion; 过 to indicate the achievement of a desired result; 要 to indicate intention; verb negation 没 to indicate incomplete past and 正在 to indicate action in progress. Students use different ways to negate ideas depending on degree of formality or emphasis. Students identify the structures and key features of familiar texts in Chinese to explain the relationship between the language and structure used and the purpose of the text. They explore the ways in which Chinese language use is fostered among local communities and the use of Chinese in local media. Students discuss the dynamic nature of the Chinese language by exploring examples of types of simplifications and ways of associating traditional characters with known simplified forms. They reflect on how Chinese, like other languages, has evolved and developed through different periods of influence and change. Students reflect on how language use varies between communities and how communication is shaped by a community's geographical location, languages and cultures.

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