

Year 8 Syllabus

Year Level Description

Year 8 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 7 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture. Students may need encouragement to take risks in learning a language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.

Students communicate in Chinese, initiating and maintaining spoken and written interactions with peers and known adults to share ideas, views and experiences of family and community activities, social events, special occasions and milestones. They engage in written interactions and activities with peers and others that involve planning, considering options and solving problems. Students access, summarise and share key information from a range of texts and present them in different formats for the intended audience. They organise and present information in texts related to aspects of their personal and social worlds, using descriptive and expressive language. Students respond to aspects of performance-based imaginative texts and express opinions about these aspects in their own oral performances and texts. They create and perform written imaginative texts to describe experiences to enrich the visual or listening experience.

Students better understand the systems of the Chinese language, examining differences in sounds and tones heard in oral discourse and interpret texts by inferring meaning. They extend knowledge of context-related vocabulary and identify and apply features of grammar to organise, sequence and connect ideas in spoken and written texts. Students use metalanguage to describe the distinctive spoken and written language

system of Chinese

Students are encouraged to participate in intercultural interactions with members of the Chinese-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses.

In Year 8 students are supported to develop increasing autonomy as language learners and users, to self-monitor and peer-monitor and to adjust language in response to their experiences in different contexts. Chinese language is being used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion.

Communicating

SOCIALISING

Initiate and maintain spoken interactions with peers and known adults, using modelled expressive and descriptive language to share ideas, views and experiences of family and community activities, social events, special occasions and milestones, for example, 生日派对; 毕业典礼...
[\(ACLCHC049\)](#)

 Literacy

 Numeracy

 Critical and creative thinking


Understanding


SYSTEMS OF LANGUAGE

Examine differences in sounds and tones heard in oral discourse such as the diverse meanings of words that share similar sounds, for example, the many meanings of the sound 'shi' and learning how to differentiate between 是 (homonyms) and 时 (near-syllable words) in different contexts, for example, 是/时
[\(ACLCHU058\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Engage in written interactions and activities with peers and other familiar participants that involve planning, sharing ideas and views considering options, inviting, negotiation of arrangements and solving problems

Compare opinions on and attitudes towards different cultures such as

□□□□□□□□□□...


[\(ACLCHC050\)](#)

 Literacy

 Numeracy

 Information and Communication Technology (ICT) capability

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding


INFORMING

Access, summarise and share key ideas and information and opinions from a range of spoken texts related to their personal and social worlds and present them in

Interpret texts by inferring meaning from common character components or position of components and analyse how reliable this method is in translating

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 and apply features of grammar to organise, sequence and connect ideas in spoken and written texts, including:

- exploring the use of diverse time expressions and ways to sequence events in time and applying in their own language use, for example, □...□□;□...□...;... □;□...;□;□□; □□
- comparing and applying the

different formats for the intended audience

[\(ACLCHC051\)](#)

 Literacy

 Numeracy

 Critical and creative thinking

 Intercultural understanding

Organise and present information from a range of written texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences

[\(ACLCHC052\)](#)

 Literacy

 Numeracy

 Critical and creative thinking

 Intercultural understanding

CREATING

Respond to a range of performance-based imaginative texts, observing how characters, emotions and attitudes are portrayed and express opinions about these aspects in their own oral performances and texts

functions of prepositions and discussing the importance of context when determining their meaning in texts, for example,

□□□□□

- exploring and applying the use of conjunctions to sequence and connect ideas when

constructing texts, for example,

□□...□□...□□□...□□...

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

example,□□□...;□□□□...□;□□□□

□...;

□□□...;□□;...□;...□□□

[\(ACLCHU060\)](#)

 Literacy

 Critical and creative thinking

Analyse how authors adjust features of different text types for different purposes and audiences


[\(ACLCHU061\)](#)

 Literacy

[\(ACLCHC053\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Create and perform a range of written imaginative texts to describe experiences that involve imagined contexts and characters such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening experience

[\(ACLCHC054\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

TRANSLATING

Translate and interpret texts and compare their own translation to peers', reflecting on challenges associated with transferring meaning and concepts from one language to another

[\(ACLCHC055\)](#)


 Critical and creative thinking

LANGUAGE VARIATION AND CHANGE

Investigate the extent and dynamic nature of Chinese language use locally and globally

[\(ACLCHU062\)](#)

 Literacy


 Information and Communication Technology (ICT) capability

 Critical and creative thinking

Explain how the Chinese language is constantly expanding to include new words and expressions in response to social and technological changes

[\(ACLCHU063\)](#)

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Intercultural understanding


ROLE OF LANGUAGE AND CULTURE

Compare and reflect on how cultural contexts influence the way language is used within and across

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Intercultural understanding

REFLECTING

Participate in intercultural interactions with members of the Chinese-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflect on adjustments made as a result of reactions and responses

Consider how their own biography impacts on identity and communication and shapes their own intercultural experiences

[\(ACLCHC057\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

communities

[\(ACLCHU064\)](#)

 Literacy

 Critical and creative thinking

 Intercultural understanding

Achievement standard

At standard, students initiate and maintain spoken interactions in Chinese with others through collaborative tasks, activities and transactions to exchange information on family and community activities, social events, special occasions and milestones. They use modelled descriptive and expressive language to share ideas, views and experiences, such as 说说自己的经历 and 说说自己的看法. They participate in written interactions and activities that involve planning, sharing ideas and views by considering options, making arrangements and solving problems, as well as comparing opinions on, and attitudes towards, different cultures. Students identify and share some key ideas, information and opinions from spoken texts related to their personal and social worlds, and present them in different formats for their intended audience. They list and present some information from written texts related to aspects of their personal and social worlds, using mostly rehearsed descriptive and expressive language to compare perspectives and experiences. Students respond to a range of performance-based imaginative texts, observing how characters, emotions and attitudes are portrayed, and express opinions about these aspects in their own oral performances and texts. They create and perform a range of simple written texts to describe experiences with imagined contexts and characters, selecting mostly appropriate language, rhythms and images to enrich the visual or listening experience. Students translate and interpret texts, with some inaccuracies, and compare their own translation to peers', reflecting on challenges associated with transferring meaning and concepts from one language to another. 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, such as the diverse meanings of words that share similar sounds. They interpret texts by inferring meaning from common character components or position of components and analyse how reliable this method is in translating.

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 explore the use of diverse time expressions and ways to sequence events in time and apply in their own language use, for example, 在...之前;在...之后; ...时; ...时; ...时; ...时. Students compare and apply the functions of prepositions and discuss the importance of context when determining their meaning in texts. They explore and apply the use of conjunctions to sequence and connect ideas when constructing texts. They use different ways to negate ideas depending on degree of formality or emphasis, for example, 不...; 没有...; 不是...; 不是...; 不...; ...不...; ...不... . Students analyse, in part, how authors adjust features of different text types for different purposes and audiences. They investigate the extent and dynamic nature of Chinese language use locally and globally, and explain how the Chinese language is constantly expanding to include new words and expressions in response to social and technological changes. Students compare and reflect on some ways in which cultural contexts influence the way language is used within and across communities.

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