



Chinese (Mandarin) Learning Matrix

Curriculum Levels 6, 7, and 8

Learning Area Whakataukāki:

Ko tōu reo, ko tōku reo, te tuakiri tangata. Tīhei uriuri, tīhei nakonako.

Your language and my language are expressions of identity. May our descendants live on and our hopes be fulfilled.

 Nā, Tuteira Brightwell Pohatu, Ngāti Porou

Big Ideas				
Learning languages is about connecting and communicating within and across cultures and communities	Languages express meaning through unique forms of communication	Language, culture, and identity are inextricably linked	Learning languages encourages diverse ways of thinking, doing, and being	Language learning is an empowering process that involves risk-taking and fosters resilience and perseverance
Significant Learning				
Across all Curriculum Levels, students will...				
<ul style="list-style-type: none"> engage with others respectfully when communicating and exchanging information, ideas, and opinions be exposed to, practise, and enjoy experimenting with a wide range of spoken, written, and visual communication in Chinese (Mandarin) build a growing awareness of the processes involved in additional language acquisition, including sustained, repeated practice, risk taking, and learning from mistakes show increasing awareness of differences and connections between Chinese (Mandarin) and their first language(s) and develop the ability to navigate between them grow intercultural awareness by questioning assumptions and stereotypes, and exploring how language and culture affect, and work together in, communication develop awareness that there can be different ways of representing sound in writing between and within languages explore the use of script and the connection between script and pronunciation in different contexts. 				
At Curriculum Level 6, students will...	At Curriculum Level 7, students will... (indicative only)	At Curriculum Level 8, students will... (indicative only)		
<ul style="list-style-type: none"> explore language commonly used to express personal information, ideas, and opinions in everyday contexts with reference to events or experiences in the present, as well as the past or future engage with and make meaning of a variety of text types, featuring connected sentence and paragraph-level expression and a range of very high frequency vocabulary develop interactive skills and strategies to exchange simple information, ideas, and opinions in a range of predictable situations develop one-way communicative skills to express simple information, ideas, and opinions develop a foundational awareness of and use the key linguistic building blocks and patterns of language develop a foundational awareness that oral features such as pronunciation, tones, and intonation can communicate different meanings recognise and develop an awareness that there are appropriate registers of language 	<ul style="list-style-type: none"> explore language used to elaborate on information, ideas, and viewpoints in personal and community contexts, including giving justifications, comparing information and making links, communicating about possibilities or future plans, providing suggestions or advice, and communicating in formal situations engage with and make meaning of a variety of text types, featuring connected paragraph-level expression and a range of high frequency vocabulary develop interactive skills and strategies to exchange and connect information, ideas, and viewpoints in more detail develop one-way communicative skills to expand on and support information, ideas, and points of view with relevant examples develop awareness of and use a range of linguistic building blocks and patterns of language begin to use oral features such as pronunciation, tones, and intonation to communicate different meanings begin to use appropriate registers of language expand their linguistic strategies and use resources effectively to make meaning from unfamiliar language 	<ul style="list-style-type: none"> explore language used to delve into information, ideas, and perspectives related to topics of both personal and societal relevance, as well as to express abstract concepts, including developing a course of action or an argument, using language persuasively or imaginatively, communicating about conditionality, probability or uncertainty, and making and responding to predictions engage with and make meaning of a variety of text types, featuring extended connected paragraph-level expression and more specialised vocabulary develop interactive skills and strategies to exchange varied information, ideas, and perspectives and to adapt to less predictable situations strengthen one-way communicative skills to vary, structure, and enhance the sustained expression of information, ideas, and perspectives develop an awareness of and use more complex linguistic building blocks and patterns of language use oral features such as pronunciation, tones, and intonation with growing confidence to communicate different meanings 		



<ul style="list-style-type: none"> • acquire simple linguistic strategies and basic knowledge of how to use resources to make meaning from unfamiliar language • recognise values and practices of Chinese (Mandarin)-speaking cultures as well as personal cultural experiences. 	<ul style="list-style-type: none"> • compare and connect values and practices of Chinese (Mandarin)-speaking cultures with personal cultural experiences. 	<ul style="list-style-type: none"> • use a range of appropriate registers of language with growing confidence • select with growing confidence from a range of linguistic strategies and resources to make meaning from unfamiliar language • examine and reflect on the ways in which cultural values, practices, and perspectives shape experiences and influence opinions.
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See **Vocabulary List** documents for indicative vocabulary, grammar structures, and expressions related to each level under the Teaching Tab on [NCEA.education.govt.nz](https://www.ncea.govt.nz/education/learning/teaching-tab)