



SAMPLE COURSE OUTLINE

CHINESE: BACKGROUND LANGUAGE ATAR YEAR 11

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample course outline

Chinese: Background Language – ATAR Year 11

Semester 1

Week	Key teaching points
1–7	<p>Introduction Overview of the Chinese: Background Language course and assessment requirements.</p> <p>Issue Provide opportunities for learning and assessment on the following issue: Young people and their relationships. Students consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.</p> <p>Perspectives Provide opportunities for learning and assessment on the issue ‘Young people and their relationships’ through the following perspectives:</p> <ul style="list-style-type: none"> • Personal: Individual identity • Community: Connections with Chinese-speaking communities locally, regionally and worldwide • Global: Connections with the world as a global citizen. <p>Text and text types Provide opportunities for students to analyse and evaluate texts from linguistic perspectives and cultural perspectives, consider the relationships between linguistic and cultural perspectives, and create a range of texts of the following text types: article, conversation, description, journal entry, personal profile, recount, song.</p> <p>Linguistic resources Provide opportunities for students to:</p> <ul style="list-style-type: none"> • exchange information and experiences relating to an issue by presenting information to the class on a popular youth culture phenomenon • identify information in texts by <ul style="list-style-type: none"> ▪ summarising key ideas ▪ presenting a general overview of the ideas • apply their linguistic knowledge and understanding to locate information in a range of texts by applying a range of strategies, including the use of dictionaries, to determine the meaning of unknown characters • reorganise key information in arguments and texts by <ul style="list-style-type: none"> ▪ summarising information from articles relating to one of the issues ▪ comparing and contrasting aspects of texts on similar topics and integrating these ideas into a cohesive response • manipulate Chinese to communicate effectively by <ul style="list-style-type: none"> ▪ applying knowledge of the conventions of the writing system ▪ using sequencing strategies to develop ideas coherently and logically ▪ adapting linguistic features to compose an effective persuasive text • compose texts for different contexts, purposes and audiences by varying the structure and format of texts. <p>Grammar Students become familiar with, recognise and use the following grammatical items in conjunction with the content of the syllabus:</p> <ul style="list-style-type: none"> • Function: Seeking information <ul style="list-style-type: none"> ▪ Acquire information ▪ Observe and explore

Week	Key teaching points
	<ul style="list-style-type: none"> • Structure: Interrogative sentence 疑问句 <ul style="list-style-type: none"> ▪ Auxiliary verbs: 能, 会, 可以, 要, 应该 ▪ Particles: 呢, 吗, 啊... ▪ Pronouns: 谁, 什么, 哪里, 如何, 怎么, 多少 • Function: Justifying and persuading <ul style="list-style-type: none"> ▪ Give reasons for an action, decision, point of view ▪ Convince • Structure: Complex sentence of suppositive relation 假设关系复句 <ul style="list-style-type: none"> ▪ 要是...就; 如果...必将; 假如...就; 假使...就; 一...就; 即使...也 • Function: Ordering <ul style="list-style-type: none"> ▪ Sequence objects, ideas or events • Structure: Complex sentence of progressive relation 递进关系复句 <ul style="list-style-type: none"> ▪ 不但...而且 (还, 也, 又); 尚且...何况...甚至. <p>Intercultural understandings Provide opportunities for students to further their linguistic and intercultural competence and reflect on the ways in which culture influences communication, such as:</p> <ul style="list-style-type: none"> • the role of family and friends in Chinese-speaking communities and in the wider Australian community • individual identity within family and friendship groups • family expectations • variation of language according to different cultural contexts • cultural and linguistic significance of idioms and colloquialisms. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the issues and perspectives:</p> <ul style="list-style-type: none"> • maintaining conversation and organising spoken discourse • manipulating Chinese to communicate ideas and information effectively • using textual cues and understanding of text structure to interpret meaning • summarising and synthesising information and ideas from texts. <p>Dictionaries Develop strategies to facilitate use of monolingual and bilingual dictionaries.</p> <p>Assessment Task 1: Interacting in Chinese</p>
8–15	<p>Issue Provide opportunities for learning and assessment on the following issue:</p> <p>Traditions and values in contemporary society. Students consider how the traditions and values of Chinese-speaking communities are maintained in multicultural environments and in a changing society.</p> <p>Perspectives Provide opportunities for learning and assessment on the issue ‘Traditions and values in contemporary society’ through the following perspectives:</p> <ul style="list-style-type: none"> • Personal: Individual identity • Community: Connections with Chinese-speaking communities locally, regionally and worldwide • Global: Connections with the world as a global citizen. <p>Text and text types Provide opportunities for students to analyse and evaluate texts from linguistic perspectives and cultural perspectives, consider the relationships between linguistic and cultural perspectives, and create a range of texts of the following text types: announcement, article, blog post, film or TV program (excerpts), poem, short story.</p>

Week	Key teaching points
	<p>Linguistic resources</p> <p>Provide opportunities for students to:</p> <ul style="list-style-type: none"> • exchange information and experiences relating to an issue by <ul style="list-style-type: none"> ▪ sustaining interactions by asking for and providing details on a variety of significant events, milestones and special occasions ▪ describing how a Chinese cultural tradition is celebrated in Australia • communicate in a range of contexts for specific purposes and audiences by debating a topic related to one of the issues from a youth podcast • apply their linguistic knowledge and understanding to locate information in a range of texts by using textual cues and the understanding of text structure to interpret meaning • identify ideas, tones, points of view, values, attitudes and emotions from features of languages in texts by <ul style="list-style-type: none"> ▪ explaining how language devices are used in a text to evoke emotions ▪ comparing the way in which ideas and values are represented in texts • respond personally or critically to texts or groups of texts by evaluating three texts from both a personal and a critical point of view to determine an order of success and justifying the decision • understand the ways in which diverse texts can represent aspects of culture and notions of identity by <ul style="list-style-type: none"> ▪ identifying cultural references or bias in texts ▪ analysing the ways in which language and texts reflect and influence values and attitudes • reflect on own and others' values, beliefs, practices and ideas expressed in texts by reflecting on and discussing diverse ideas, viewpoints and practices to deepen understanding of self and others • manipulate Chinese to communicate effectively by <ul style="list-style-type: none"> ▪ using resources to build vocabulary and check grammar ▪ applying a range of vocabulary and grammatical structures • understand how texts are structured by <ul style="list-style-type: none"> ▪ applying the principles of text structure when composing coherent and logical texts ▪ analysing the structure of a text • compose texts for different contexts, purposes and audiences by <ul style="list-style-type: none"> ▪ adapting a fairytale or myth for a chosen audience and commenting on the nature of any shift in the values represented ▪ structuring a set of ideas to create an effective argument ▪ reworking an article for a primary school audience ▪ using ICT to adapt a text. <p>Grammar</p> <p>Students become familiar with, recognise and use the following grammatical items in conjunction with the content of the syllabus:</p> <ul style="list-style-type: none"> • Function: Seeking information <ul style="list-style-type: none"> ▪ Acquire information ▪ Observe and explore • Structure: Imperative sentence 祈使句 <ul style="list-style-type: none"> ▪ Adverb: 请 ▪ Verbs: 说明, 列举, 解释, 谈, 告诉 • Function: Comparing <ul style="list-style-type: none"> ▪ Describe similarities and differences in objects or ideas • Structure: Comparative sentence 比较句式 <ul style="list-style-type: none"> ▪ A 比 B...; A 和 (跟/同) B 一样; A 有 (没有) B 这么 (那么) ...; 与 A 相比 B 更...; ▪ A 不如 B...; 在...之中 A 最...

Week	Key teaching points
	<ul style="list-style-type: none"> • Structure: Complex sentence of adversative relation 转折关系复句 <ul style="list-style-type: none"> ▪ 虽然...但是; 尽管...还...; ..., 反而...; ..., 却... • Function: Ordering <ul style="list-style-type: none"> ▪ Sequence objects, ideas or events • Structure: Complex sentence of successive relation 承接关系复句 <ul style="list-style-type: none"> ▪ 先; 然后 (接着...; 最后; 一...就... <p>Intercultural understandings Provide opportunities for students to further their linguistic and intercultural competence and reflect on the ways in which culture influences communication, such as:</p> <ul style="list-style-type: none"> • attitude to education in Chinese and different western societies • status of the elderly in family and community • family celebrations • adoption of Chinese celebrations and festivals in western communities. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the issues and perspectives:</p> <ul style="list-style-type: none"> • organising and structuring text and developing ideas coherently and logically • manipulating Chinese to communicate effectively in a range of contexts • analysing the way culture and identity are expressed through language • varying vocabulary and grammatical structures for emphasis and interest • interpreting social situations and applying knowledge of sociolinguistic conventions to select appropriate language. <p>Dictionaries Develop strategies to facilitate use of monolingual and bilingual dictionaries.</p> <p>Assessment Task 2: Processing and responding Assessment Task 3: Composing texts in Chinese</p>
16	<p>Assessment Task 4 (a): Practical (oral) examination Assessment Task 4 (b): Written examination</p>

Sample course outline

Chinese: Background Language – ATAR Year 11

Semester 2

Week	Key teaching points
1–10	<p>Issue Provide opportunities for learning and assessment on the following issue:</p> <p>The nature of work. Students consider the opportunities afforded bilingual students in Australian and Chinese contexts, and how advances in communication technologies and changes in expectations and aspirations affect future study and employment.</p> <p>Perspectives Provide opportunities for learning and assessment on the issue ‘The nature of work’ through the following perspectives:</p> <ul style="list-style-type: none"> • Personal: Individual identity • Community: Connections with Chinese-speaking communities locally, regionally and worldwide • Global: Connections with the world as a global citizen. <p>Text and text types Provide opportunities for students to analyse and evaluate texts from linguistic perspectives and cultural perspectives, consider the relationships between linguistic and cultural perspectives, and create a range of texts of the following text types: advertisement, application, interview, letter, novel or play (extracts), report.</p> <p>Linguistic resources Provide opportunities for students to:</p> <ul style="list-style-type: none"> • identify information in texts by responding to questions relating to the content of a text • reorganise key information in arguments and texts by identifying the main points in an argument for the purposes of rebuttal • use information and ideas from texts to create new textual forms by <ul style="list-style-type: none"> ▪ synthesising information from multiple sources to compose meaningful and purposeful texts ▪ responding to information in a range of stimulus texts to complete a task, address an issue or solve a problem • identify ideas, tone, points of view, values, attitudes and emotions from features of languages in texts by identifying the tone of a text and explaining how this is achieved • reflect on own and others’ values, beliefs, practices and ideas expressed in texts by understanding the use of authentic language, such as idioms and colloquialisms. <p>Grammar Students become familiar with, recognise and use the following grammatical items in conjunction with the content of the syllabus:</p> <ul style="list-style-type: none"> • Function: Informing <ul style="list-style-type: none"> ▪ Identify ▪ Report ▪ Describe information • Structure: Declarative sentence 陈述句 <ul style="list-style-type: none"> ▪ Subject and predicate ▪ Subject and predicate with attributive phrase(s) ▪ Subject and predicate with adverbial phrase(s) ▪ Subject and predicate with complement • Function: Analysing <ul style="list-style-type: none"> ▪ Separate whole into parts ▪ Identify relationships and patterns

Week	Key teaching points
	<ul style="list-style-type: none"> • Structure: Complex sentence of coordinative relation 并列关系复句 <ul style="list-style-type: none"> ▪ 又...又...; 一边...一边...; 一方面...另一方面...还...不是...而是... • Function: Solving problems <ul style="list-style-type: none"> ▪ Define and represent a problem ▪ Determine a solution • Structure: Declarative sentence 陈述句 <ul style="list-style-type: none"> ▪ Auxiliary verbs: 能, 可以, 要... ▪ Adverbs: 必须, 一定, 或许, 绝对 ▪ Verb: 建议. <p>Intercultural understandings Provide opportunities for students to further their linguistic and intercultural competence and reflect on the ways in which culture influences communication, such as:</p> <ul style="list-style-type: none"> • attitude to education in Chinese and different western societies • access and attitude to technology in China and other Chinese-speaking communities • status of different jobs and professions – Chinese versus western perspective (including changes in what Chinese consider the ‘ideal’ professions). <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the issues and perspectives:</p> <ul style="list-style-type: none"> • organising and structuring text and developing ideas coherently and logically • manipulating Chinese to communicate effectively in a range of contexts • analysing the way culture and identity are expressed through language • analysing ways in which language and texts reflect and influence values and behaviours • varying vocabulary and grammatical structures for emphasis and interest • varying the structure and format of texts appropriate to context, purpose and audience • summarising and synthesising information from a variety of texts. <p>Dictionaries Develop strategies to facilitate use of monolingual and bilingual dictionaries.</p> <p>Assessment Task 5: Interacting in Chinese</p> <p>Assessment Task 6: Processing and responding</p>
11–15	<p>Issue Provide opportunities for learning and assessment on the following issue:</p> <p>The individual as a global citizen. Students consider the notion of ‘global citizen’ and how this concept affects notions of environment, migration and technology, and the impact of global events and trends on the individual in Australia and elsewhere. This issue is continued in Year 12.</p> <p>Perspectives Provide opportunities for learning and assessment on the issue ‘The individual as a global citizen’ through the following perspective:</p> <ul style="list-style-type: none"> • Personal: Individual identity. <p>Text and text types Provide opportunities for students to analyse and evaluate texts from linguistic perspectives and cultural perspectives, consider the relationships between linguistic and cultural perspectives, and create a range of texts of the following text types: article, blog post, conversation.</p>

Week	Key teaching points
	<p>Linguistic resources Provide opportunities for students to:</p> <ul style="list-style-type: none"> • express personal views, and justify and reflect on opinions and ideas relating to an issue by reflecting on opinions and ideas in a text relating to an issue from a radio broadcast • understand how texts are structured by understanding how context and audience affect language choice. <p>Grammar Students become familiar with, recognise and use the following grammatical items in conjunction with the content of the syllabus:</p> <ul style="list-style-type: none"> • Function: Justifying and persuading <ul style="list-style-type: none"> ▪ Give reasons for an action, decision, point of view ▪ Convince • Structure: Complex sentence of conditional relation 条件关系复句 <ul style="list-style-type: none"> ▪ 不管...都（也）...；不（无）论...，都（也）...；只要...就...；只有...才...；除非...才.... <p>Intercultural understandings Provide opportunities for students to further their linguistic and intercultural competence and reflect on the ways in which culture influences communication, such as:</p> <ul style="list-style-type: none"> • impact of globalisation on Chinese-speaking communities and their environment • how technology plays a role in the notion of ‘global citizen’ • the impact of globalisation on migration and labour movement. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the issues and perspectives:</p> <ul style="list-style-type: none"> • organising and structuring text and developing ideas coherently and logically • manipulating Chinese to communicate effectively in a range of contexts • varying vocabulary and grammatical structures for emphasis and interest • maintaining communication, asking for clarification or additional information. <p>Dictionaries Develop strategies to facilitate use of monolingual and bilingual dictionaries.</p> <p>Assessment Task 7: Composing texts in Chinese</p>
16	<p>Assessment Task 8 (a): Practical (oral) examination</p> <p>Assessment Task 8 (b): Written examination</p>