



SAMPLE COURSE OUTLINE

CHINESE: FIRST LANGUAGE ATAR YEAR 12

For use from 2023

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.

Sample course outline

Chinese: First Language – ATAR Year 12

Semester 1 – Unit 3: Adapting to different cultures

Week	Key teaching points
1–4	<p>Perspective: Personal</p> <p>Topic: Living in a different country, with a focus on education, leisure and lifestyle</p> <p>Text analysis Provides students with opportunities to apply the skills they have developed through analysing spoken, written and visual texts to:</p> <ul style="list-style-type: none"> • analyse subject matter, audience and ideas in texts to explain attitudes • analyse how stylistic devices, such as repetition, contrast and imagery, are used in texts to engage the audience • examine conventions, textual features and stylistic devices related to informative texts. <p>Text production Provides students with opportunities to integrate the knowledge and skills they have acquired through text analysis to produce spoken and written texts related to the unit topics, using:</p> <ul style="list-style-type: none"> • language features that enable a text producer to effectively present a stance on an issue • textual features that create effects in informative texts (including conventions of text types relevant to informative texts, such as accounts, announcements, articles, interviews, journal entries, scripts) • stylistic devices relevant to informative texts, such as repetition and contrast. <p>Intercultural communication Provides students with opportunities to integrate their intercultural knowledge, understandings and skills to:</p> <ul style="list-style-type: none"> • identify words, phrases, clauses or sentences in texts that carry culture-specific meaning and may act as language barriers when they are rendered into English. <p>Task 1: Spoken text analysis</p>
5–9	<p>Perspective: Community</p> <p>Topic: International influences on Chinese-speaking communities</p> <p>Text analysis Provides students with opportunities to apply the skills they have developed through analysing spoken, written and visual texts to:</p> <ul style="list-style-type: none"> • analyse subject matter, audience and ideas in texts to explain values and beliefs • analyse language features that generate viewpoints, perspectives and values • analyse how stylistic devices, such as repetition, contrast, imagery, change of tone and play on words, are used in texts to engage the audience • examine conventions, textual features and stylistic devices related to imaginative texts. <p>Text production Provides students with opportunities to integrate the knowledge and skills they have acquired through text analysis to produce spoken and written texts related to the unit topics, using:</p> <ul style="list-style-type: none"> • choices of language that generate viewpoints, perspectives and values • textual features that create effects in imaginative texts (including conventions of text types relevant to imaginative texts, such as blog posts, conversations, emails, presentations) • stylistic devices relevant to imaginative texts, such as imagery and change in tone.

Week	Key teaching points
	<p>Intercultural communication Provides students with opportunities to integrate their intercultural knowledge, understandings and skills to:</p> <ul style="list-style-type: none"> • identify words, phrases, clauses or sentences in texts that carry culture-specific meaning and may act as language barriers when they are rendered into English • explain the impact of language barriers on communicating from Chinese into English. <p>Task 2: Written text analysis</p>
10–14	<p>Perspective: Global Topic: Youth cultures, east and west</p> <p>Text analysis Provides students with opportunities to apply the skills they have developed through analysing spoken, written and visual texts to:</p> <ul style="list-style-type: none"> • analyse subject matter, audience and ideas in texts to explain biases • explore how information sequencing and communicative purposes of texts offer clues about the text producers' biases • examine conventions, textual features and stylistic devices related to persuasive texts. <p>Text production Provides students with opportunities to integrate the knowledge and skills they have acquired through text analysis to produce spoken and written texts related to the unit topics, using:</p> <ul style="list-style-type: none"> • textual features that create effects in persuasive texts (including conventions of text types relevant to persuasive texts, such as letters, reviews, speeches) • stylistic devices, such as repetition, contrast, imagery and change in tone, relevant to persuasive texts. <p>Intercultural communication Provides students with opportunities to integrate their intercultural knowledge, understandings and skills to:</p> <ul style="list-style-type: none"> • identify words, phrases, clauses or sentences in texts that carry culture-specific meaning and may act as language barriers when they are rendered into English • examine and exchange views about how language use offers clues about a text producer, such as their identity and biases. <p>Task 3: Text production</p>
15	<p>Examination week Task 4: Semester 1 examination</p>

Semester 2 – Unit 4: Sustainability issues

Week	Key teaching points
1–5	<p>Perspective: Personal</p> <p>Topic: Consumers and the environment</p> <p>Text analysis Provides students with opportunities to extend their skills for analysing spoken, written and visual texts to:</p> <ul style="list-style-type: none"> analyse subject matter, sequencing of ideas and structure of texts to evaluate how text producers use language and textual features to target audiences discuss how the interpretation of texts will vary from audience to audience. <p>Text production Provides students with opportunities to extend the knowledge and skills they have acquired through text analysis to produce spoken and written texts related to the unit topics, using:</p> <ul style="list-style-type: none"> language features that infer points of view and attitude textual features that create effects in persuasive texts (including conventions of text types suited to persuasive texts) stylistic devices, such as repetition, contrast, imagery and change in tone, relevant to persuasive texts. <p>Intercultural communication Provides students with opportunities to extend their intercultural knowledge, understandings and skills to:</p> <ul style="list-style-type: none"> examine ways of overcoming language barriers when communicating from Chinese into English. <p>Task 5: Spoken text analysis</p>
6–10	<p>Perspective: Community</p> <p>Topic: Environmental challenges in Chinese-speaking communities</p> <p>Text analysis Provides students with opportunities to extend their skills for analysing spoken, written and visual texts to:</p> <ul style="list-style-type: none"> analyse how stylistic devices, such as repetition, contrast, imagery, change of tone and play on words, are used in texts to engage the audience. <p>Text production Provides students with opportunities to extend the knowledge and skills they have acquired through text analysis to produce spoken and written texts related to the unit topics, using:</p> <ul style="list-style-type: none"> language features that infer emotion textual features that create effects in imaginative texts (including conventions of text types suited to imaginative texts) stylistic devices, such as imagery and change in tone, to produce imaginative texts. <p>Intercultural communication Provides students with opportunities to extend their intercultural knowledge, understandings and skills to:</p> <ul style="list-style-type: none"> examine ways of overcoming language barriers when communicating from Chinese into English discuss how language change occurs over time in both Chinese-speaking and English-speaking communities. <p>Task 6: Written text analysis</p>

Week	Key teaching points
11–14	<p>Perspective: Global</p> <p>Topic: Social impact of economic growth</p> <p>Text analysis Provides students with opportunities to extend their skills for analysing spoken, written and visual texts to:</p> <ul style="list-style-type: none"> • discuss how informative and expository texts, such as news reports and feature articles in newspapers, use language to shape audience attitudes. <p>Text production Provides students with opportunities to extend the knowledge and skills they have acquired through text analysis to produce spoken and written texts related to the unit topics, using:</p> <ul style="list-style-type: none"> • textual features that create effects in informative and expository texts (including conventions of text types suited to informative and expository texts) • stylistic devices, such as repetition and contrast, to produce informative and expository texts • choices of language that shape audience attitudes. <p>Intercultural communication Provides students with opportunities to extend their intercultural knowledge, understanding and skills to:</p> <ul style="list-style-type: none"> • discuss how language change occurs across geographical locations in both Chinese-speaking and English-speaking communities • examine and exchange views about how language use offers clues about a text producer, such as their social status. <p>Task 7: Text production</p>
15	<p>Examination week</p> <p>Task 8: Semester 2 examination</p>