



SAMPLE COURSE OUTLINE

CHINESE: BACKGROUND LANGUAGE ATAR YEAR 12

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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: Background Language – ATAR Year 12

Semester 1 – Unit 3

Week	Content		
1–6	<p>Issue: <i>The individual as a global citizen</i></p> <p>Students will consider a range of global issues, such as environmental concerns and the impact of global events on individuals and society (<i>continued from Year 11</i>).</p> <p>Introduction to Personal investigation</p>		
	<table border="1"> <tr> <td data-bbox="343 600 724 640">Perspectives</td> <td data-bbox="724 600 1426 640">Sub-topics – related to issue and perspectives</td> </tr> </table>	Perspectives	Sub-topics – related to issue and perspectives
	Perspectives	Sub-topics – related to issue and perspectives	
	<p>Personal: individual identity</p>	<ul style="list-style-type: none"> • <i>Individual impact: how can I help?</i> – the environment, society, volunteering • <i>Me as a global citizen: what is a global citizen, what qualities and skills are required?</i> 	
	<p>Community: connections with Chinese-speaking communities locally, regionally and worldwide</p>	<ul style="list-style-type: none"> • <i>What is happening in China?</i> – the environment, society, impact of global interest/investment 	
	<p>International: connections with the world as a global citizen</p>	<ul style="list-style-type: none"> • <i>Global impact: what can the world do to help?</i> – the environment, society • <i>Respecting different cultures as a global citizen</i> 	
<p>Contexts and texts</p> <ul style="list-style-type: none"> • <i>Social and community settings</i> • <i>Media</i> <p>Linguistic resources</p> <p>Introduction, revision and consolidation of grammatical items and characters relevant to the issues, perspectives, contexts and texts</p> <p>Intercultural understandings</p> <ul style="list-style-type: none"> • impact of globalisation on Chinese-speaking communities and their environment • attitude to the environment in Chinese and different western societies • acceptance of different Chinese cultures and different western societies <p>Language learning and communication strategies</p> <p>Strategies to:</p> <ul style="list-style-type: none"> • organise and structure text and develop ideas coherently and logically • manipulate Chinese to communicate effectively in a range of contexts • vary vocabulary and grammatical structures for emphasis and interest • use strategies to maintain communication, i.e. ask for clarification, additional information • facilitate use of monolingual and bilingual dictionaries <p>Task 1: Oral communication</p> <p>Task 2: Responding to texts: Written</p>			

Week	Content		
7–15	<p>Issue: Chinese identity in the international context Students will consider the place of Chinese-speaking communities in the world, including migration experiences both locally and internationally.</p>		
	<table border="1"> <tr> <td data-bbox="344 369 724 409">Perspectives</td> <td data-bbox="724 369 1426 409">Sub-topics – related to issue and perspectives</td> </tr> </table>	Perspectives	Sub-topics – related to issue and perspectives
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	<p>Personal: individual identity</p>	<ul style="list-style-type: none"> • <i>The Chinese-Australian identity</i> – Me as a second-generation Chinese immigrant 	
	<p>Community: connections with Chinese-speaking communities locally, regionally and worldwide</p>	<ul style="list-style-type: none"> • <i>Chinese community in Western Society</i> – the importance of maintaining Chinese identity, Chinese mother tongue and Chinese food and culture overseas • <i>Influence of western pop culture on the Chinese identity</i> 	
<p>International: connections with the world as a global citizen</p>	<ul style="list-style-type: none"> • <i>Adapting to a different culture</i> – living between cultures • <i>Impact of Chinese-speaking communities around the world</i> 		
16	<p>Contexts and texts</p> <ul style="list-style-type: none"> • <i>Social and community settings</i> • <i>Contemporary Literature and the Arts</i> • <i>Media</i> <p>Linguistic resources Introduction, revision and consolidation of grammatical items and characters relevant to the issues, perspectives, contexts and texts</p> <p>Intercultural understandings</p> <ul style="list-style-type: none"> • importance of Chinese children learning their mother tongue and maintaining their family’s culture • ‘Banana’ people and ‘Mango’ people • balancing heritage and new culture • issues experienced by second-generation Chinese immigrants <p>Language learning and communication strategies Strategies to:</p> <ul style="list-style-type: none"> • organise and structure text and develop ideas coherently and logically • analyse the way culture and identity are expressed through language • vary vocabulary and grammatical structures for emphasis and interest • vary the structure and format of texts appropriate to context, purpose and audience • summarise and synthesise information from a variety of texts • facilitate use of monolingual and bilingual dictionaries <p>Task 3: Responding to texts: Spoken Task 4: Creating texts in Chinese</p> <p>Task 5: Semester 1: Practical (oral) examination Task 6: Semester 1: Written examination</p>		

Semester 2 – Unit 4

Week	Content
1–2	<p>Personal investigation</p> <ul style="list-style-type: none"> Investigation of personal area of interest and related texts Consolidation of grammar and character usage; authentic expressions, such as idioms and colloquialisms Consolidation of skills and strategies for oral communication and presentations
3–5	<p>Issue: <i>Young people and their relationships</i></p> <ul style="list-style-type: none"> Consolidation of skills to communicate effectively in oral contexts; expressing personal opinions, giving reasons for actions and justifying or elaborating on a point of view <p>Task 7: Oral communication</p>
6–7	<p>Issue: <i>Traditions and values in a contemporary society</i></p> <ul style="list-style-type: none"> Consolidation of skills and strategies for making meaning from texts <p>Task 8: Semester 2 Practical (oral) examination Task 9: Responding to texts: Spoken</p>
8–10	<p>Issue: <i>The changing nature of work</i></p> <ul style="list-style-type: none"> Consolidation of skills for responding to texts <p>Task 10: Responding to texts: Written</p>
11–12	<p>Issue: <i>The individual as a global citizen</i> Issue: <i>Chinese identity in the international context</i></p> <ul style="list-style-type: none"> Consolidation of skills and strategies for writing: sequencing thoughts and structuring ideas in a logical manner, justifying or elaborating on a point of view, using complex language <p>Task 11: Creating texts in Chinese</p>
13–15	<p>Interrelationship between issues and perspectives</p> <ul style="list-style-type: none"> Consolidation of grammar and character usage Consolidation and practice of dictionary skills
16	<p>Task 12: Semester 2 Written examination</p>