



## SAMPLE COURSE OUTLINE

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**CHINESE: SECOND LANGUAGE**  
**ATAR YEAR 11**

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## Sample course outline

## Chinese: Second Language – ATAR Year 11

## Unit 1 – 青少年 (Teenagers)

Week	Syllabus content				
	Learning context and topic	Text types and textual conventions	Linguistic resources	Intercultural understandings	Language learning and communication strategies
1–5	<p><b>The individual: Having fun</b> Students reflect on their favourite activities:</p> <ul style="list-style-type: none"> <li>sports</li> <li>going out</li> <li>socialising</li> </ul> <p><b>Assessment task 1: Written communication</b> (Week 4)</p> <p><b>Assessment task 2: Oral communication</b> (Week 5)</p>	<p>Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> <li>account</li> <li>conversation</li> <li>email</li> <li>interview</li> <li>message</li> <li>script (dialogue)</li> </ul>	<p>Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary phrases and expressions related to <b>Having fun</b></p> <p><b>Grammar</b></p> <p>Adverbs 都, 就</p> <p>Aspects durative – progressive 正在</p> <p>experiential 过</p> <p>Constructions 虽然…但是/可是, 又…又</p> <p>Prepositions 跟, 给</p> <p><b>Sound and writing systems</b></p> <p>Consolidation of sound and writing systems</p>	<p>Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Chinese language and culture, and how culture influences communication, through the topic <b>Having fun</b>; for example:</p> <ul style="list-style-type: none"> <li>similarities and differences in leisure activities Australian/home culture versus Chinese</li> </ul>	<p>Provide opportunities for students to practise the following strategies through the topic <b>Having fun</b>; for example:</p> <ul style="list-style-type: none"> <li>discussing protocols for telephone conversations</li> <li>discussing protocols and strategies for using square paper when writing</li> <li>evaluating and redrafting written texts to enhance meaning</li> </ul>
6–11	<p><b>The Chinese-speaking communities: Student's daily life</b> Students explore the daily routines of young Chinese speakers:</p> <ul style="list-style-type: none"> <li>school</li> <li>interests</li> <li>social activities</li> </ul> <p><b>Assessment task 3: Response: Listening</b> (Week 7)</p>	<p>Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> <li>announcement</li> <li>article</li> <li>image</li> <li>interview</li> <li>film or TV program (excerpts)</li> </ul>	<p>Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary phrases and expressions related to <b>Student's daily life</b></p> <p><b>Grammar</b></p> <p>Adverbs 已经, 比较</p> <p>Comparison 跟, 最</p> <p>Constructions 因为…所以,</p>	<p>Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Chinese language and culture, and how culture influences communication, through the topic <b>Student's daily life</b>; for example:</p> <ul style="list-style-type: none"> <li>socialising and everyday living, such as Chinese focus on family rather than individuals</li> <li>effects of population</li> </ul>	<p>Provide opportunities for students to practise the following strategies through the topic <b>Student's daily life</b>; for example:</p> <ul style="list-style-type: none"> <li>manipulating known language to create different meaning</li> <li>transcribing <i>Pinyin</i></li> <li>using repair strategies to sustain verbal</li> </ul>

Week	Syllabus content				
	Learning context and topic	Text types and textual conventions	Linguistic resources	Intercultural understandings	Language learning and communication strategies
		<ul style="list-style-type: none"> <li>letter</li> </ul>	<p>不但...而且</p> <p>Prepositions 比</p> <p><b>Sound and writing systems</b> Consolidation of sound and writing systems</p>	<p>environment and cost on leisure activities</p> <ul style="list-style-type: none"> <li>attitude in different cultures towards teens having part-time work</li> <li>typical daily routine for teens living in different Chinese-speaking communities</li> <li>traditional expectations on the lives of teenagers in China/Chinese-speaking communities</li> <li>impact of outside influences on Chinese teenagers; for example, peer pressure, Western culture</li> </ul>	<p>communication</p> <ul style="list-style-type: none"> <li>recognising speech melodies and varying tones</li> </ul> <p>Dictionaries Using a bilingual dictionary to:</p> <ul style="list-style-type: none"> <li>check character meaning</li> <li>translate <i>Pinyin</i> into characters</li> </ul>
12–15	<p><b>The changing world: Technology and leisure</b> Students consider:</p> <ul style="list-style-type: none"> <li>the impact of technology on the lives of young people around the world</li> </ul> <p><b>Assessment task 4: Response: Viewing and reading (Week 12?)</b></p>	<p>Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> <li>announcement</li> <li>blog post</li> <li>cartoon</li> <li>chart</li> <li>summary</li> </ul>	<p>Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary phrases and expressions related to <b>Technology and leisure</b></p> <p><b>Grammar</b> Consolidation of grammar from previous topics</p> <p><b>Sound and writing systems</b> Consolidation of sound and writing systems</p>	<p>Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Chinese language and culture, and how culture influences communication, through the topic <b>Technology and leisure</b>; for example:</p> <ul style="list-style-type: none"> <li>place of technology in the lives of young people</li> <li>advantages and disadvantages of technology</li> <li>access and attitude in China to technology</li> </ul>	<p>Provide opportunities for students to practise the following strategies through the topic <b>Technology and leisure</b>; for example:</p> <ul style="list-style-type: none"> <li>reading for meaning</li> <li>identifying character radicals</li> <li>adapting structures for different contexts</li> </ul> <p>Dictionaries Using a bilingual dictionary to:</p> <ul style="list-style-type: none"> <li>check radicals</li> </ul>
16	<p>Examination week</p> <p><b>Assessment task 5: Practical (oral) examination – Conversation only</b></p> <p><b>Assessment task 6: Written examination</b></p>				

## Unit 2 – 我们去旅行吧! (Travel – let's go)

Week	Syllabus content				
	Learning context and topic	Text types and textual conventions	Linguistic resources	Intercultural understandings	Language learning and communication strategies
1–5	<p><b>The individual: Tales of travel</b> Students reflect on their own:</p> <ul style="list-style-type: none"> <li>travel experiences</li> <li>travel plans</li> </ul> <p>Students discuss what is essential when:</p> <ul style="list-style-type: none"> <li>planning a trip</li> <li>travelling at home and/or abroad</li> </ul> <p><b>Assessment task 7: Response: Listening</b> (Week 4)</p>	<p>Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> <li>account</li> <li>blog post</li> <li>description</li> <li>diary entry</li> <li>discussion</li> <li>journal entry</li> </ul>	<p>Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary phrases and expressions related to <b>Tales of travel</b></p> <p><b>Grammar</b></p> <p>Adverbs 再</p> <p>Conjunctions 或者, 然后</p> <p>Measure words for verbs 次, 遍</p> <p>Nouns 以前, 以后</p> <p>Particles structural 的, 得, 地</p> <p>Prepositions 从, 离</p> <p>Sentence types passive 被</p> <p>Verbs/verb phrases verb and auxiliary 打算, 应该, 得</p> <p>Words for approximation 多</p>	<p>Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Chinese language and culture, and how culture influences communication, through the topic <b>Tales of travel</b>; for example:</p> <ul style="list-style-type: none"> <li>frequency of school holidays in Australia versus China</li> <li>popular holiday and travel experiences</li> </ul>	<p>Provide opportunities for students to practise the following strategies through the topic <b>Tales of travel</b>; for example:</p> <ul style="list-style-type: none"> <li>practising pronunciation and tone</li> <li>manipulating known language to create different meaning</li> <li>using <i>Pinyin</i> to transcribe unfamiliar words from spoken texts</li> </ul> <p>Dictionaries Consolidation of dictionary skills</p>
6–10	<p><b>The Chinese-speaking communities: Western Australia as a travel destination</b> Students explore:</p> <ul style="list-style-type: none"> <li>Western Australia as a destination for Chinese-speaking travellers</li> </ul> <p>Students discuss:</p> <ul style="list-style-type: none"> <li>how they would prepare a Chinese speaker for a trip to Western Australia</li> </ul> <p><b>Assessment task 8: Written</b></p>	<p>Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> <li>article</li> <li>interview</li> <li>note</li> <li>plan</li> <li>review</li> </ul>	<p>Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary phrases and expressions related to <b>Western Australia as a travel destination</b></p> <p><b>Grammar</b></p> <p>Consolidation of grammar from previous topics and</p> <p>Adverbs 才, 还</p>	<p>Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Chinese language and culture, and how culture influences communication, through the topic <b>Western Australia as a travel destination</b>; for example:</p> <ul style="list-style-type: none"> <li>socialising, communicating, visitor etiquette and coping</li> </ul>	<p>Provide opportunities for students to practise the following strategies through the topic <b>Western Australia as a travel destination</b>; for example:</p> <ul style="list-style-type: none"> <li>evaluating and redrafting written texts to enhance meaning</li> <li>manipulating known language to create different meaning</li> <li>using repair strategies to sustain verbal communication</li> </ul>

Week	Syllabus content				
	Learning context and topic	Text types and textual conventions	Linguistic resources	Intercultural understandings	Language learning and communication strategies
	<b>communication</b> (Week 8) <b>Assessment task 9: Oral communication</b> (Week 10)		Nouns 以上, 以下 Verbs/verb phrases – resultative 看见, 听清楚, 找到 <b>Sound and writing systems</b> Consolidation of sound and writing systems	with daily life situations for Chinese speakers travelling in Western Australia <ul style="list-style-type: none"> <li>Western Australian tourist destinations popular with Chinese visitors</li> </ul>	<ul style="list-style-type: none"> <li>recognising speech melodies and varying tones</li> </ul>
11–15	<b>The changing world: China as a travel destination</b> Students consider: <ul style="list-style-type: none"> <li>China as a tourist destination</li> </ul> <b>Assessment task 10: Response: Reading and viewing</b> (Week 14)	Provide opportunities for students to respond to, and to produce, the following text types: <ul style="list-style-type: none"> <li>advertisement</li> <li>chart</li> <li>description</li> <li>form</li> <li>map</li> <li>sign</li> </ul>	Vocabulary and structures related to <b>China as a travel destination</b> <b>Grammar</b> Consolidation of grammar from previous topics and Conjunctions 不过 Constructions 要是...就... <b>Sound and writing systems</b> Consolidation of sound and writing systems	Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Chinese language and culture, and of how culture influences communication, through the topic <b>China as a travel destination</b> ; for example: <ul style="list-style-type: none"> <li>socialising, communicating, visitor etiquette and coping with daily life situations while travelling in China</li> <li>popular tourist destinations in China</li> </ul>	Provide opportunities for students to practise the following strategies through the topic <b>China as a travel destination</b> ; for example: <ul style="list-style-type: none"> <li>evaluating and redrafting written texts to enhance meaning</li> <li>manipulating known language to create different meaning</li> <li>using repair strategies to sustain verbal communication</li> <li>recognising speech melodies and varying tones</li> </ul> Dictionaries Consolidation of dictionary skills
16	Examination week <b>Assessment task 11: Practical (oral) examination</b> <b>Assessment task 12: Written examination</b>				