



SAMPLE COURSE OUTLINE

**CHINESE: FIRST LANGUAGE
ATAR YEAR 11**

For use from 2022

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 11

Semester 1 – Unit 1: Relationships and human interactions

Week	Key teaching points
1–5	<p>Perspective: Personal</p> <p>Topic: Social expectation and individual identity</p> <p>Text analysis</p> <p>Provides students with opportunities to explore basic techniques for analysing spoken, written and visual texts. Students engage with texts and acquire skills to:</p> <ul style="list-style-type: none"> • identify the themes, subject matter and target audiences of texts • identify text producers’ intent • use examples from the texts to explain their findings. <p>Text production</p> <p>Provides students with opportunities to apply the knowledge and skills they have acquired through analysing themes, subject matter, target audiences and text producers’ intent to produce spoken and written texts, using:</p> <ul style="list-style-type: none"> • conventions of a range of text types and textual features related to recounting • stylistic/rhetorical devices appropriate to spoken and written texts. <p>Intercultural communication</p> <p>Builds on students’ linguistic knowledge and intercultural literacy to provide them with opportunities to:</p> <ul style="list-style-type: none"> • identify word choices in texts that carry culture-specific meaning • explain how those words can be rendered into English. <p>Task 1: Written text analysis</p>
6–10	<p>Perspective: Community</p> <p>Topic: The family in Chinese-speaking communities today</p> <p>Text analysis</p> <p>Provides students with opportunities to analyse the intent of text producers. Students engage with spoken, written and visual texts to acquire skills to:</p> <ul style="list-style-type: none"> • explain language features pertaining to text producers’ intent • examine how text producers use language to adjust the distance between themselves and their audiences • use examples from the texts to illustrate their finding.

Week	Key teaching points
	<p>Text production</p> <p>Provides students with opportunities to apply the knowledge and skills they have acquired for analysing text producers' intent to produce spoken and written texts, using:</p> <ul style="list-style-type: none"> • appropriate register for familiar and unfamiliar audiences • textual features and stylistic/rhetorical devices related to describing and narrating. <p>Intercultural communication</p> <p>Builds on students' intercultural literacy and communication skills to provide them with opportunities to:</p> <ul style="list-style-type: none"> • identify words that carry culture-specific meaning, and explain how those words can be rendered into English • use examples from the texts studied to exchange views about how the use of language varies due to gender, age and social status. <p>Task 2</p> <p>(a) Written text analysis (b) Text production (written)</p>
11–15	<p>Perspective: Global</p> <p>Topic: Changes in traditional social roles</p> <p>Text analysis</p> <p>Provides students with opportunities to analyse the main ideas and the information structure of spoken, written and visual texts. Students engage with texts to acquire skills to:</p> <ul style="list-style-type: none"> • identify key points and ideas of texts, and summarise information • examine the structures, textual features and writing styles of texts to determine their communicative purposes • use examples from the texts to support their findings. <p>Text production</p> <p>Provides students with opportunities to apply the knowledge and skills they have acquired from analysing information structure and communicative purposes of texts to produce written or spoken texts, using:</p> <ul style="list-style-type: none"> • stylistic/rhetorical devices, such as repetition and rhetorical questions • conventions of a range of text types to organise ideas in order to show how information links and sequences.

Week	Key teaching points
	<p>Intercultural communication</p> <p>Builds on students' linguistic knowledge, intercultural literacy and communication skills to provide them with opportunities to:</p> <ul style="list-style-type: none">• identify word choices in texts that carry culture-specific meaning, and explain how these words can be rendered into English• use examples from the texts studied to exchange information and views about how social relationships influence language choices. <p>Task 3: Spoken text analysis</p>
16	<p>Examination week</p> <p>Task 4: Semester 1 examination</p>

Semester 2 – Unit 2: Communities in transition

Week	Key teaching points
1–5	<p>Perspective: Personal</p> <p>Topic: Impacts of migration on individuals</p> <p>Text analysis</p> <p>Provides students with opportunities to further develop their skills for analysis of spoken, written and visual texts. Students:</p> <ul style="list-style-type: none"> • analyse the themes, subject matter and target audiences of texts • explain views, attitudes and values expressed in texts • examine attitudes and values of text producers. <p>Text production</p> <p>Provides students with opportunities to produce spoken and written texts that effectively represent the producers' views and attitudes, using:</p> <ul style="list-style-type: none"> • textual features related to recounting, describing, and narrating • stylistic/rhetorical devices, such as imagery and change in tone. <p>Intercultural communication</p> <p>Builds on students' linguistic knowledge, intercultural literacy and communication skills to provide them with opportunities to:</p> <ul style="list-style-type: none"> • identify sentences and expressions in texts that carry culture-specific meaning • explain how those sentences and expressions can be rendered into English. <p>Task 5: Written text analysis</p>
6–10	<p>Perspective: Community</p> <p>Topic: Traditional values in contemporary Chinese-speaking communities</p> <p>Text analysis</p> <p>Provides students with opportunities to examine how speaking/writing styles reflect the attitudes of the text producers. It provides opportunities for students to engage with spoken, written and visual texts to:</p> <ul style="list-style-type: none"> • examine the writing styles of texts to determine how they are related to the attitudes and values of text producers • use evidence from texts to demonstrate how those stylistic/rhetorical devices are related to text producers' attitudes and values. <p>Text production</p> <p>Provides students with opportunities to apply the knowledge they have acquired about stylistic/rhetorical devices and producers' attitudes to produce spoken and written texts, using:</p> <ul style="list-style-type: none"> • appropriate registers for familiar and unfamiliar audiences • conventions of a range of text types to sequence information in order to show attitudes and values.

Week	Key teaching points
	<p>Intercultural communication</p> <p>Builds on students' linguistic knowledge, intercultural literacy and communication skills to provide them with opportunities to:</p> <ul style="list-style-type: none"> • identify sentences and expressions in texts that carry culture-specific meaning, and explain how they present difficulties when rendering into English • exchange views about language that conveys cultural and emotional subtexts, and explore how these subtexts affect the interpretation of a text (using examples from the texts studied). <p>Task 6: Spoken text analysis</p>
11–15	<p>Perspective: Global</p> <p>Topic: Technology and cross-cultural communication</p> <p>Text analysis</p> <p>Provides students with opportunities to analyse how the sequencing of ideas shows the attitudes and values of the producers. Students engage with spoken, written and visual texts to:</p> <ul style="list-style-type: none"> • analyse how structures, text conventions and sequencing of ideas support the communicative purpose of the texts • use evidence from the texts to demonstrate how textual features and stylistic/rhetorical devices are related to the text producers' attitudes and values. <p>Text production</p> <p>Provides students with opportunities to apply knowledge of:</p> <ul style="list-style-type: none"> • register • textual features • stylistic/rhetorical devices • conventions of a range of text types to sequence information in order to show attitudes and values <p>to produce a range of spoken and written texts.</p> <p>Intercultural communication</p> <p>Builds on students' linguistic knowledge, intercultural literacy and communication skills to provide them with opportunities to:</p> <ul style="list-style-type: none"> • identify sentences and expressions in texts that carry culture-specific meaning, and explain how they may present difficulties when rendering into English • exchange information and views about the role of language and culture in society (using examples from the texts studied). <p>Task 7: Text production (spoken)</p>
16	<p>Examination week</p> <p>Task 8: Semester 2 examination</p>