**Sample Course Outline**

Chinese: First Language

ATAR Year 12

**For use from 2023**

**Acknowledgement of Country**

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# Sample course outline

# Chinese: First Language – ATAR Year 12

## Semester 1 – Unit 3: Adapting to different cultures

| **Week** | **Key teaching points** |
| --- | --- |
| 1–4 | **Perspective:** Personal **Topic:** Living in a different country, with a focus on education, leisure and lifestyle**Text analysis**Provides students with opportunities to apply the skills they have developed through analysing spoken, written and visual texts to:* 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.

**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:* 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.

**Intercultural communication**Provides students with opportunities to integrate their intercultural knowledge, understandings and skills to:* 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.

**Task 1:** Spoken text analysis |
| 5–9 | **Perspective:** Community **Topic:** International influences on Chinese-speaking communities**Text analysis**Provides students with opportunities to apply the skills they have developed through analysing spoken, written and visual texts to: * 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.

**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:* 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.

**Intercultural communication**Provides students with opportunities to integrate their intercultural knowledge, understandings and skills to:* 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.

**Task 2:** Written text analysis |
| 10–14 | **Perspective:** Global**Topic:** Youth cultures, east and west**Text analysis**Provides students with opportunities to apply the skills they have developed through analysing spoken, written and visual texts to:* 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.

**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:* 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.

**Intercultural communication**Provides students with opportunities to integrate their intercultural knowledge, understandings and skills to:* 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.

**Task 3:** Text production |
| 15 | **Examination week****Task 4:** Semester 1 examination |

## Semester 2 – Unit 4: Sustainability issues

| **Week** | **Key teaching points** |
| --- | --- |
| 1–5 | **Perspective:** Personal**Topic:** Consumers and the environment**Text analysis**Provides students with opportunities to extend their skills for analysing spoken, written and visual texts to:* 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.

**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:* 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.

**Intercultural communication**Provides students with opportunities to extend their intercultural knowledge, understandings and skills to:* examine ways of overcoming language barriers when communicating from Chinese into English.

**Task 5:** Spoken text analysis |
| 6–10 | **Perspective:** Community **Topic:** Environmental challenges in Chinese-speaking communities**Text analysis**Provides students with opportunities to extend their skills for analysing spoken, written and visual texts to:* analyse how stylistic devices, such as repetition, contrast, imagery, change of tone and play on words, are used in texts to engage the audience.

**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:* 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.

**Intercultural communication**Provides students with opportunities to extend their intercultural knowledge, understandings and skills to:* 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.

**Task 6:** Written text analysis |
| 11–14 | **Perspective:** Global**Topic:** Social impact of economic growth**Text analysis**Provides students with opportunities to extend their skills for analysing spoken, written and visual texts to:* discuss how informative and expository texts, such as news reports and feature articles in newspapers, use language to shape audience attitudes.

**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:* 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.

**Intercultural communication**Provides students with opportunities to extend their intercultural knowledge, understanding and skills to:* 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.

**Task 7:** Text production |
| 15 | **Examination week****Task 8:** Semester 2 examination |