

SACE COURSE OVERVIEW 2022
LANGUAGE: CHINESE
COURSE TYPE: BACKGROUND SPEAKERS LEVEL
LEVEL: STAGE 2

This course focuses on developing skills in exchanging, analysing and evaluating information, opinions and ideas. Detailed information is available from the Subject Outline accessible from the SACE Board web site: <http://saceboard.sa.edu.au>

Within the set Themes studied through a range of texts, students extend their knowledge of Vietnamese and reflect on, respond to aspects of the language and culture of Vietnamese speaking communities. Students are assessed through a series of required assessment types as outlined in the Subject Outline. A Learning and Assessment Plan for students is available on their class Edmodo at the beginning of the course. As per SACE guidelines, students will be assessed against set criteria. Grades will result from student performance against the Performance Standards at A+ to E- level. In order to make the most of student potential, 5 capabilities have been incorporated into the language program. These capabilities are: communication, citizenship, personal development, work and learning. The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts.

Set text: Any Chinese bilingual dictionary

Semester	Theme 1 China and the world	Theme 2 Modernisation and social change	Theme 3 The overseas Chinese-speaking communities	Theme 4 Language in Use in Contemporary China	Text Types	Main Grammar & Other Linguistic Features
Semester 1 Prescribed Contemporary Issues	<u>Population issues and policies</u> <ul style="list-style-type: none"> Family Planning Policy: One Child Policy Women's Issue in China Migrant workers in China 	<u>Educational change and social/employment opportunities</u> <ul style="list-style-type: none"> Educational issues related to high schools and tertiary institutions Employment issues in China <u>The Impact of Technology</u> <ul style="list-style-type: none"> Information technology and youth culture 	<u>Chinese contributions in Australia</u> <ul style="list-style-type: none"> Globalisation, China and the West Chinese culture and the Western Culture/Multiculturalism Past and present of Chinese speaking communities in SA, Australia and in the western world 	<u>Contemporary film in China</u> <ul style="list-style-type: none"> Compare and discuss social issues in contemporary Chinese literature and films Prepare for end of year exam and external exam for stage 2 	Advertisement, Personal profile* Announcement, Essay of Discussion, Debate* Recount* Article*, Documentary, Film Report* Speech or talk Broadcast, Interview, Interview Transcript Review* Conversation, * Journal Entry*, Speech or Talk*, Description, Letter or Email* * Narrative account	Students will already have acquired a significant understanding of the conventional grammar in Chinese through prior knowledge or study. Developing students' understanding of the use of functional grammar, so they can improve their ability to convey meaning effectively in a range of contexts, with clear purpose and specific targeting audience. This will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge

<p>Semester 2</p> <p>Prescribed Contemporary Issues</p>	<p><u>Political and historical developments since 1949</u></p> <ul style="list-style-type: none"> • Cultural Revolution • Reform - Open Door Policy • Anticorruption in China 	<p><u>Youth issues</u></p> <ul style="list-style-type: none"> • Health (physical & psychological well-being) • Identity (relationships) 	<p><u>Cultural evolution and adaptation</u></p> <ul style="list-style-type: none"> • Chinese speaking communities' cultural evolution and adaptation in the west 	<p><u>Writers in the Chinese Language</u></p> <ul style="list-style-type: none"> • young writers, established writers, women writers in contemporary China 		
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Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.