

## Chinese Year 10 Course Overview – 2022

This overview was developed to cater to the majority cohort of learners: 7-10 sequence (Year 7 entry)

Further information can be found in the Modules and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
<p><b>Module 1:</b></p> <p><b>CHINA, THE MOST FAMILIAR STRANGER</b></p> <p><b>KEY QUESTION:</b> What do I know about China?</p> <p><b>KEY CONCEPTS:</b> Environment, community, representation</p> <p><b>KEY PROCESSES:</b> Corresponding, exchanging, interpreting, reflecting</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Correspond with peers and teacher, exchanging ideas, negotiating decisions and inviting others to participate in collective action</p> <p><b>TRANSLATING</b> Translate simple modified Chinese texts and familiar interactions in different contexts, identifying alternative ways to interpret meaning</p>	<p><b>Module 4:</b></p> <p><b>TRAVEL CHINA IN 80 DAYS</b></p> <p><b>KEY QUESTION:</b> How do teenagers and young adults benefit from travelling?</p> <p><b>KEY CONCEPTS:</b> Space, adventure, approval</p> <p><b>KEY PROCESSES:</b> Planning, arranging, describing, reflecting</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Interact and socialise with known and unknown participants in familiar contexts to plan and arrange events, and exchange feelings, opinions and preferences</p> <p><b>CREATING</b> Respond to and create or adapt simple narratives that describe experiences and characters from folk tales or popular fiction</p>	<p><b>Module 7:</b></p> <p><b>HEALTH IS GOLD</b></p> <p><b>KEY QUESTION:</b> When should I start to look after my health?</p> <p><b>KEY CONCEPTS:</b> Representation, health, directness and indirectness</p> <p><b>KEY PROCESSES:</b> Processing, reflecting, translating</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>INFORMING</b> Locate and compare perspectives on people, places and lifestyles in different communities, from a range of spoken information texts, and convey this information to others</p> <p><b>TRANSLATING</b> Translate simple modified Chinese texts and familiar interactions in different contexts, identifying</p>	<p><b>Module 10:</b></p> <p><b>DESCENDENTS OF THE DRAGON</b></p> <p><b>KEY QUESTION:</b> How does the dragon represent Chinese people's identity?</p> <p><b>KEY CONCEPTS:</b> Community, fantasy</p> <p><b>KEY PROCESSES:</b> Exchanging, adapting, interpreting</p> <p><b>CONTENT DESCRIPTIONS</b></p> <p><b>SOCIALISING</b> Correspond with peers and teacher, exchanging ideas, negotiating decisions and inviting others to participate in collective action</p> <p><b>CREATING</b> Respond to and create or adapt simple narratives that describe experiences and characters from folk tales or popular fiction</p>

<p><b>REFLECTING</b> Reflect on the reactions and experiences of participants (including their own) in interactions and observe how language is adapted to communicate effectively in unfamiliar contexts</p> <p><b>SYSTEMS OF LANGUAGE</b> Relate prior knowledge of character form and function to infer information about sound and meaning of unfamiliar characters</p>	<p><b>REFLECTING</b> Reflect on the reactions and experiences of participants (including their own) in interactions and observe how language is adapted to communicate effectively in unfamiliar contexts</p> <p><b>SYSTEMS OF LANGUAGE</b> Discern differences in patterns of sound and tone in extended Chinese speech when listening to speakers of different age, gender, and regional background</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Explore the development of Chinese as an international language and as a lingua franca in Chinese communities</p>	<p>alternative ways to interpret meaning</p> <p><b>REFLECTING</b> Reflect on the reactions and experiences of participants (including their own) in interactions and observe how language is adapted to communicate effectively in unfamiliar contexts</p> <p><b>SYSTEMS OF LANGUAGE</b> Discern differences in patterns of sound and tone in extended Chinese speech when listening to speakers of different age, gender, and regional background</p>	<p><b>SYSTEMS OF LANGUAGE</b> Compare the purposes, text structures and language features of traditional and contemporary Chinese texts</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Explore the role of tradition in contemporary language use and how languages change over time</p>
<p><b>Module 2:</b> <b>FAMILY IS EVERYTHING</b></p>	<p><b>Module 5:</b> <b>MODERN CHINA, MODERN LIFE</b></p>	<p><b>Module 8:</b> <b>I HAVE A DREAM</b></p>	<p><b>Module 11:</b> <b>FIVE THOUSAND YEARS OF THE CHINESE NATION</b></p>
<p><b>KEY QUESTION:</b> What does family mean to you?</p> <p><b>KEY CONCEPTS:</b> Representation, equivalence, family</p> <p><b>KEY PROCESSES:</b> Informing, translating, reflecting</p>	<p><b>KEY QUESTION:</b> What is a typical lifestyle in China?</p> <p><b>KEY CONCEPTS:</b> Community, lifestyle, experience</p> <p><b>KEY PROCESSES:</b> Exchanging, informing, creating</p>	<p><b>KEY QUESTION:</b> Is a dream life possible?</p> <p><b>KEY CONCEPTS:</b> Aspirations, assumptions, future</p> <p><b>KEY PROCESSES:</b> Deciding, stating, interpreting, reflecting</p>	<p><b>KEY QUESTION:</b> Why are Chinese people so proud of their history and culture?</p> <p><b>KEY CONCEPTS:</b> Time, character, approval</p> <p><b>KEY PROCESSES:</b> Informing, listening, reflecting</p>

CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p><b>INFORMING</b> Locate and compare perspectives on people, places and lifestyles in different communities, from a range of spoken information texts, and convey this information to others</p> <p><b>TRANSLATING</b> Mediate descriptions of Chinese and Australian life, identifying what experiences and ideas are not readily translated between cultures</p> <p><b>REFLECTING</b> Reflect on the reactions and experiences of participants (including their own) in interactions and observe how language is adapted to communicate effectively in unfamiliar contexts</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Explore the role of tradition in contemporary language use and how languages change over time</p>	<p><b>SOCIALISING</b> Correspond with peers and teacher, exchanging ideas, negotiating decisions and inviting others to participate in collective action</p> <p><b>INFORMING</b> Locate and compare perspectives on people, places and lifestyles in different communities, from a range of spoken information texts, and convey this information to others</p> <p><b>CREATING</b> Respond to imaginative texts by stating how themes such as relationships, image and acceptance are portrayed, and create own performances to express ideas on personal experiences of these themes</p> <p><b>SYSTEMS OF LANGUAGE</b> Discern differences in patterns of sound and tone in extended Chinese speech when listening to speakers of different age, gender, and regional background</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Reflect on how language and culture both shape and reflect each other</p>	<p><b>SOCIALISING</b> Correspond with peers and teacher, exchanging ideas, negotiating decisions and inviting others to participate in collective action</p> <p><b>INFORMING</b> Locate and organise information on topics of interest from a range of written sources to develop a position, and convey this position to a familiar audience in a range of texts</p> <p><b>TRANSLATING</b> Mediate descriptions of Chinese and Australian life, identifying what experiences and ideas are not readily translated between cultures</p> <p><b>SYSTEMS OF LANGUAGE</b> Relate prior knowledge of character form and function to infer information about sound and meaning of unfamiliar characters</p>	<p><b>INFORMING</b> Locate and compare perspectives on people, places and lifestyles in different communities, from a range of spoken information texts, and convey this information to others</p> <p><b>REFLECTING</b> Reflect on the reactions and experiences of participants (including their own) in interactions and observe how language is adapted to communicate effectively in unfamiliar contexts</p> <p><b>SYSTEMS OF LANGUAGE</b> Discern differences in patterns of sound and tone in extended Chinese speech when listening to speakers of different age, gender, and regional background</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Explore the development of Chinese as an international language and as a lingua franca in Chinese communities</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Reflect on how language and culture both shape and reflect each other</p>

<p style="text-align: center;"><b>Module 3:</b> <b>STUDY HARD, PLAY HARDER</b></p> <p><b>KEY QUESTION:</b> Why is play important for students?</p> <p><b>KEY CONCEPTS:</b> Leisure, experience, emotion, assumption</p> <p><b>KEY PROCESSES:</b> Stating, responding, creating, translating</p>	<p style="text-align: center;"><b>Module 6:</b> <b>A BITE OF CHINA</b></p> <p><b>KEY QUESTION:</b> What happens when the western stomach meets authentic Chinese food?</p> <p><b>KEY CONCEPTS:</b> Leisure, experience, diet</p> <p><b>KEY PROCESSES:</b> Processing, creating, translating</p>	<p style="text-align: center;"><b>Module 9:</b> <b>A BETTER EDUCATION, A BETTER LIFE?</b></p> <p><b>KEY QUESTION:</b> What does education mean to you?</p> <p><b>KEY CONCEPTS:</b> Education, work</p> <p><b>KEY PROCESSES:</b> Planning, stating, viewing</p>	
<p style="text-align: center;"><b>CONTENT DESCRIPTIONS</b></p> <p style="text-align: center;"><b>INFORMING</b></p> <p>Locate and organise information on topics of interest from a range of written sources to develop a position, and convey this position to a familiar audience in a range of texts</p> <p style="text-align: center;"><b>CREATING</b></p> <p>Respond to imaginative texts by stating how themes such as relationships, image and acceptance are portrayed, and create own performances to express ideas on personal experiences of these themes</p> <p style="text-align: center;"><b>TRANSLATING</b></p> <p>Translate simple modified Chinese texts and familiar interactions in different contexts, identifying</p>	<p style="text-align: center;"><b>CONTENT DESCRIPTIONS</b></p> <p style="text-align: center;"><b>INFORMING</b></p> <p>Locate and compare perspectives on people, places and lifestyles in different communities, from a range of spoken information texts, and convey this information to others</p> <p style="text-align: center;"><b>CREATING</b></p> <p>Respond to imaginative texts by stating how themes such as relationships, image and acceptance are portrayed, and create own performances to express ideas on personal experiences of these themes</p> <p style="text-align: center;"><b>TRANSLATING</b></p> <p>Translate simple modified Chinese texts and familiar interactions in different contexts, identifying alternative ways to interpret meaning</p>	<p style="text-align: center;"><b>CONTENT DESCRIPTIONS</b></p> <p style="text-align: center;"><b>SOCIALISING</b></p> <p>Interact and socialise with known and unknown participants in familiar contexts to plan and arrange events, and exchange feelings, opinions and preferences</p> <p style="text-align: center;"><b>INFORMING</b></p> <p>Locate and organise information on topics of interest from a range of written sources to develop a position, and convey this position to a familiar audience in a range of texts</p> <p style="text-align: center;"><b>CREATING</b></p> <p>Respond to imaginative texts by stating how themes such as relationships, image and acceptance are portrayed, and create own performances to express ideas on</p>	

<p>alternative ways to interpret meaning</p> <p><b>SYSTEMS OF LANGUAGE</b></p> <p>Relate prior knowledge of character form and function to infer information about sound and meaning of unfamiliar characters</p>	<p><b>ROLE OF LANGUAGE AND CULTURE</b></p> <p>Explore the role of tradition in contemporary language use and how languages change over time</p>	<p>personal experiences of these themes</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b></p> <p>Reflect on how language and culture both shape and reflect each other</p>	
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### Chinese Years 9-10 Achievement Standard

By the end of Year 10, students use spoken and written Chinese to initiate and sustain interactions in familiar and unfamiliar contexts. They exchange information, ideas and opinions and enquire into the experiences and opinions of others, using question words such as 为什么, 怎么, 怎么样 to elicit more information. They summarise and collate information from different sources and perspectives to compare how ideas and concepts are expressed and organised in Chinese texts and contexts. Students observe how texts are created for different purposes and audiences. They respond to narratives, identifying language features that do not translate easily between cultures, mediating these ideas and expressing insights in Chinese while adjusting language use for different audiences. They justify their opinions with reasons and specific examples (比如), using tone and rhythm emphatically. Students respond to and create a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences, and describe adjustments they have made in their language use for these different audiences. They use prepositions of time and place, and prepositions to show relationships with other people, for example, 给, 跟, 对. They make comparisons using 比, and describe people in terms of appearance, personality and behaviours, and places in terms of scenery. They use a range of cohesive devices (for example, 不但...而且; 除了...以外; 如果...就) with the support of models and cues. In writing, they organise their ideas according to themes or sequence events using specific time words, temporal markers such as 的时候, 以前 and connectives, for example, 先...然后. They also indicate changes in tense with tense markers such as 了, 过, and use verbs to express modality (for example, 可以, 要, 会, 应该) or intention (for example, 希望, 想, 打算).

Students discern differences in patterns of sound (for example, 'qing', 'qin') and tone in extended speech for different contexts and audiences. They apply knowledge of character components and morphemes to assist their understanding of new characters and words encountered. They analyse grammatical rules, use language appropriate to the form of communication, and compare textual features. Students recognise the key features of grammar and sentence structure that are distinctive to Chinese, such as measure words, and varied uses of verbs (是, 有 and attributive 的), and apply them in new contexts. They are aware of particular issues relating to translating between Chinese and English and recognise that certain concepts cannot be translated readily from Chinese to English and vice versa. They are aware that language use varies according to context, purpose and mode. Students explain how culture and language shape their own and others' communication practices, and reflect on how their own cultural experience impacts on interactions with Chinese speakers.

*Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.*