SAMPLE COURSE OUTLINE

CHINESE: BACKGROUND LANGUAGE
ATAR YEAR 12
## Sample course outline
### Chinese: Background Language – ATAR Year 12

#### Semester 1 – Unit 3

<table>
<thead>
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<th>Week</th>
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| 1–6  | **Issue:** The individual as a global citizen  
Students will consider a range of global issues, such as environmental concerns and the impact of global events on individuals and society (continued from Year 11).  
Introduction to Personal investigation |

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<thead>
<tr>
<th>Perspectives</th>
<th>Sub-topics – related to issue and perspectives</th>
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| **Personal:** individual identity | • Individual impact: how can I help? – the environment, society, volunteering  
• Me as a global citizen: what is a global citizen, what qualities and skills are required? |

| **Community:** connections with Chinese-speaking communities locally, regionally and worldwide | • What is happening in China? – the environment, society, impact of global interest/investment |

| **International:** connections with the world as a global citizen | • Global impact: what can the world do to help? – the environment, society  
• Respecting different cultures as a global citizen |

| 1–6  | **Contexts and texts**  
• Social and community settings  
• Media |

| **Linguistic resources** | Introduction, revision and consolidation of grammatical items and characters relevant to the issues, perspectives, contexts and texts |

| **Intercultural understandings** | • impact of globalisation on Chinese-speaking communities and their environment  
• attitude to the environment in Chinese and different western societies  
• acceptance of different Chinese cultures and different western societies |

| **Language learning and communication strategies** | Strategies to:  
• organise and structure text and develop ideas coherently and logically  
• manipulate Chinese to communicate effectively in a range of contexts  
• vary vocabulary and grammatical structures for emphasis and interest  
• use strategies to maintain communication, i.e. ask for clarification, additional information  
• facilitate use of monolingual and bilingual dictionaries |

| **Task 1:** Oral communication  
**Task 2:** Responding to texts: Written |
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| 7–15 | **Issue: Chinese identity in the international context**  
Students will consider the place of Chinese-speaking communities in the world, including migration experiences both locally and internationally. |
|     | **Perspectives** | **Sub-topics** – related to issue and perspectives |
|     | **Personal**: individual identity | • The Chinese-Australian identity – Me as a second-generation Chinese immigrant |
|     | **Community**: connections with Chinese-speaking communities locally, regionally and worldwide | • Chinese community in Western Society – the importance of maintaining Chinese identity, Chinese mother tongue and Chinese food and culture overseas  
• Influence of western pop culture on the Chinese identity |
|     | **International**: connections with the world as a global citizen | • Adapting to a different culture – living between cultures  
• Impact of Chinese-speaking communities around the world |
|     | **Contexts and texts** | |
|     | • Social and community settings  
• Contemporary Literature and the Arts  
• Media |
|     | **Linguistic resources** | Introduction, revision and consolidation of grammatical items and characters relevant to the issues, perspectives, contexts and texts |
|     | **Intercultural understandings** | • importance of Chinese children learning their mother tongue and maintaining their family’s culture  
• ‘Banana’ people and ‘Mango’ people  
• balancing heritage and new culture  
• issues experienced by second-generation Chinese immigrants |
|     | **Language learning and communication strategies** | Strategies to: |
|     | • organise and structure text and develop ideas coherently and logically  
• analyse the way culture and identity are expressed through language  
• vary vocabulary and grammatical structures for emphasis and interest  
• vary the structure and format of texts appropriate to context, purpose and audience  
• summarise and synthesise information from a variety of texts  
• facilitate use of monolingual and bilingual dictionaries |
|     | **Task 3**: Responding to texts: Spoken  
**Task 4**: Creating texts in Chinese |
| 16   | **Task 5**: Semester 1: Practical (oral) examination  
**Task 6**: Semester 1: Written examination |
### Sample course outline | Chinese: Background Language | ATAR Year 12

#### Semester 2 – Unit 4

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| 1–2  | Personal investigation  
  • Investigation of personal area of interest and related texts  
  • Consolidation of grammar and character usage; authentic expressions, such as idioms and colloquialisms  
  • Consolidation of skills and strategies for oral communication and presentations |
| 3–5  | Issue: *Young people and their relationships*  
  • Consolidation of skills to communicate effectively in oral contexts; expressing personal opinions, giving reasons for actions and justifying or elaborating on a point of view  
  **Task 7: Oral communication**  
  ** Consolidation of issues and related perspectives**  
  Consolidation of:  
  • linguistic resources related to the issues  
  • intercultural understandings related to the issues  
  • skills and strategies for oral communication, responding to texts, creating texts and dictionary use |
| 6–7  | Issue: *Traditions and values in a contemporary society*  
  • Consolidation of skills and strategies for making meaning from texts  
  **Task 8: Semester 2 Practical (oral) examination**  
  **Task 9: Responding to texts: Spoken** |
| 8–10 | Issue: *The changing nature of work*  
  • Consolidation of skills for responding to texts  
  **Task 10: Responding to texts: Written** |
| 11–12| Issue: *The individual as a global citizen*  
  Issue: *Chinese identity in the international context*  
  • Consolidation of skills and strategies for writing: sequencing thoughts and structuring ideas in a logical manner, justifying or elaborating on a point of view, using complex language  
  **Task 11: Creating texts in Chinese** |
| 13–15| **Interrelationship between issues and perspectives**  
  • Consolidation of grammar and character usage  
  • Consolidation and practice of dictionary skills |
| 16  | **Task 12: Semester 2 Written examination** |