



PERTH MODERN SCHOOL
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YEAR 11 ATAR CHINESE: SECOND LANGUAGE

COURSE AND ASSESSMENT OUTLINE

SEMESTER ONE & TWO 2023

SEMESTER 1: Unit 1 – 青少年(Teenagers)

Week	Key teaching points			
	Context and topic	Text types and textual conventions	Linguistic resources	Intercultural understandings
1–5	The individual: Having fun Students reflect on: <ul style="list-style-type: none"> • favourite activities • sports • going out/making arrangements • socialising. Assessment Task 1: Listening and reading responding	<ul style="list-style-type: none"> • account • conversation • email • message 	Vocabulary and structures related to: <i>Having fun.</i> Adverbs 都, 就 Aspects durative – progressive 正在 experiential 过 Constructions 虽然...但是/可是, 又...又 Prepositions 跟, 给 <i>Consolidation of sound and writing systems.</i>	<ul style="list-style-type: none"> • similarities and differences in leisure activities – Australian/home culture versus Chinese • socialising and everyday living; e.g. Chinese focus on family rather than individuals • attitude towards teens working part-time in different cultures • typical daily routine for teens living in different Chinese-speaking communities

Week	Key teaching points			
	Context and topic	Text types and textual conventions	Linguistic resources	Intercultural understandings
6–10	The Chinese-speaking communities: Students' daily life Students explore: <ul style="list-style-type: none"> daily routines of young Chinese speakers school interests social activities. Assessment Task 2: Oral communication	<ul style="list-style-type: none"> announcement article interview 	Vocabulary and structures related to: <i>Students' daily life.</i> Adverbs 已经, 比较 Comparison 跟, 最 Constructions 因为...所以, 不但...而且 Prepositions 比 <i>Consolidation of sound and writing systems.</i>	<ul style="list-style-type: none"> traditional expectations on the lives of teenagers in China/ Chinese-speaking communities impact of outside influences on Chinese teenagers; e.g. peer pressure, Western culture.
				Language learning and communication strategies <ul style="list-style-type: none"> evaluating and redrafting written texts to enhance meaning manipulating known language to create different meaning using repair strategies to sustain verbal communication recognising speech melodies and varying tones dictionary – checking character meaning.
11–15	The changing world: Technology and leisure Students consider the: <ul style="list-style-type: none"> impact of technology on the lives of young people around the world. Assessment Task 3: Written communication	<ul style="list-style-type: none"> announcement blog posting chart summary 	Vocabulary and structures related to: <i>Technology and leisure.</i> <i>Consolidation of grammar from previous topics.</i> <i>Consolidation of sound and writing systems.</i>	<ul style="list-style-type: none"> place of technology in the lives of young people advantages and disadvantages of technology access and attitude of Chinese to technology.
16	Examination week Assessment task 4: Practical (Oral) examination			

Week	Key teaching points			
	Context and topic	Text types and textual conventions	Linguistic resources	Intercultural understandings
	Assessment task 5: Written examination			

SEMESTER 2: Unit 2 – 我们去旅行吧! (Travel – let's go)

Week	Key teaching points			
	Context and topic	Text types and textual conventions	Linguistic resources	Intercultural understandings
1–5	The Chinese-speaking communities: Western Australia as a travel destination Students explore: <ul style="list-style-type: none"> Western Australia as a destination for Chinese-speaking travellers. Students discuss: <ul style="list-style-type: none"> how they would prepare a Chinese speaker for a trip to Western Australia. Assessment Task 6: Listening & Reading Responding	<ul style="list-style-type: none"> article interview letter plan 	Vocabulary and structures related to: <i>Western Australia as a travel destination</i> . <i>Consolidation of grammar from previous topics and</i> Adverbs 才, 还 Nouns 以上, 以下 Verbs/verb phrases resultative 看见, 听清楚, 找到 <i>Consolidation of sound and writing systems.</i>	<ul style="list-style-type: none"> socialising, communicating, visitor etiquette and coping with daily life situations for Chinese speakers travelling in WA Western Australian tourist destinations popular with Chinese visitors.
				<ul style="list-style-type: none"> identifying character radicals adapting structures for different contexts dictionary – finding translation for Pinyin.
6–10	The changing world: China as a travel destination Students consider: <ul style="list-style-type: none"> China as a tourist destination. Assessment task 7: Oral communication	<ul style="list-style-type: none"> advertisement chart description map 	Vocabulary and structures related to: <i>China as a travel destination</i> . <i>Consolidation of grammar from previous topics and</i>	<ul style="list-style-type: none"> socialising, communicating, visitor etiquette and coping with daily life situations while travelling in China popular tourist destinations in China.

Week	Key teaching points			
	Context and topic	Text types and textual conventions	Linguistic resources	Intercultural understandings
	Assessment task 8: Written communication		Conjunctions 不过 Constructions 要是...就... <i>Consolidation of sound and writing systems.</i>	
11-15	The individual: Tales of travel Students reflect on: <ul style="list-style-type: none"> travel experiences travel plans. Students discuss what is essential when: <ul style="list-style-type: none"> planning a trip travelling at home and/or abroad. 	<ul style="list-style-type: none"> account blog posting discussion 	Vocabulary and structures related to: <i>Tales of travel.</i> Adverbs 再 Conjunctions 或者, 然后 Measure words for verbs 次, 遍 Nouns 以前, 以后 Particles structural 的, 得, 地 Prepositions 从, 离 Sentence types passive 被 Verbs/verb phrases verb and auxiliary 打算, 应该, 得 Words for approximation 多	<ul style="list-style-type: none"> frequency of school holidays in Australia versus China popular holiday and travel experiences.
16	Examination week Assessment task 9: Practical (oral) examination Assessment task 10: Written examination			

Unit 2 A&B Assessment outline

Assessment type	Assessment type Weighting	Assessment task weighting	When/due date	Assessment Task
Oral communication	20%	10%	Semester 1 Term 1 Week 9	Task 2: 3 minutes stimulus and 4–5 minutes conversation in Chinese in Chinese with a Chinese speaker related to The individual: Having fun and The Chinese-speaking communities: Students' daily life
		10%	Semester 2 Term 3 Week 6	Task 7: 3 minutes stimulus and 4–5-minute conversation on The changing world: China as a travel destination and The Chinese-speaking communities: Western Australia as a travel destination
Practical (oral) examination	10%	5%	Examination S1 Term 2 Week 4	Task 4: Approximately 10 minutes, using a modified examination design brief from the syllabus. Part C: Conversation' only
		5%	Examination S2 Term 4 Week 2	Task 9: Approximately 10 minutes using the examination design brief from the syllabus
Response: Listening	15%	7%	Semester 1 Term 1 Week 6	Task 1: Listen to spoken texts in Chinese related to The individual: Having fun and respond to questions in English
		8%	Semester 2 Term 3 Week 2	Task 6: Listen to spoken texts in Chinese related to The Chinese-speaking communities: Western Australia as a travel destination and respond to questions in English
Response: Viewing and reading	20%	10%	Semester 1 Term 1 Week 5	Task 1: Read texts in Chinese related to The individual: Having fun and respond to questions in English
		10%	Semester 2 Term 3 Week 1	Task 6: Read texts in Chinese related to The Chinese-speaking communities: Western Australia as a travel destination and respond to questions in English
Written communication	15%	7%	Semester 1 Term 2 Week 2	Task 3: Write an account of approximately 100 Chinese characters related to The changing world: Technology and leisure
		8%	Semester 2 Term 3 Week 9	Task 8: Write an account of approximately 100 Chinese characters related to The changing world: China as a travel destination; The Chinese-speaking communities: Western Australia as a travel destination; The individual: Tales of travel
Written examination	20%	10%	Examination S1 Term 2 Week 5/6	Task 5: 2.5 hours using a modified examination design brief from the syllabus Section One (30%) three short, and one longer spoken text in Chinese; Section Two (40%) three print texts in Chinese; Section Three (20%) two questions- short written responses in Chinese
		10%	Examination S2 Term 4 Week 3/4	Task 10: 2.5 hours using the examination design brief from the syllabus
Total	100%	100%		

Appendix 1:

Unit 1 & 2 Grammar

Unit 1		
Grammatical items	Sub-elements	Elaborations
Adverbs	都, 就, 已经, 比较	我们全家人都喜欢吃中国菜。 小明六点就起床了。 作业我已经做好了。 音乐和运动, 我比较喜欢音乐。
Aspects	durative – progressive 正在	他们正在上课。
	experiential 过	这个电影我看过了。
Comparison	跟, 最	我跟小明一样, 都喜欢音乐 兰兰的中文是我们班最好的。
Constructions	因为...所以, 不但...而且, 虽然...但是/可是, 又...又	因为明天要考试, 所以东东今天复习到很晚。 兰兰不仅学习好, 而且体育也很棒。 虽然杰克只学了两年中文, 可是他汉语说得很不错。 昨天天气不好, 又是刮风又是下雨。 兰兰又聪明又好学。
Prepositions	跟, 比, 给	我跟张老师学中文。 我比小明高。 小红, 请把这本书带给兰兰。

Unit 2		
Grammatical items	Sub-elements	Elaborations
Adverbs	才, 再, 还	时间还早呢, 才八点。 请再说一遍。 我还没有去过中国。
Conjunctions	或者, 然后, 不过	明天我去找你, 或者你来找我。 我们先去看电影, 然后去中国城。 我什么菜都喜欢吃, 不过最喜欢中国菜。
Constructions	要是...就...	要是明天下雨, 我们就不去海边游泳了。
Measure words	verbs 次, 遍	我爸爸去过中国很多次了。 我每天练习写三遍汉字, 你说够不够?
Nouns	以前, 以后, 以上, 以下	我学中文以前学过法语。 吃了晚饭以后, 我开始做作业。 十八岁以下的人可以喝酒吗?
Particles	structural 的, 得, 地	这双鞋是我在中国上海买的。 这不是我的书, 是小王的书。我是 2001 年出生的。 杰克的中文说得很好。 他早早地起床就去学校了。
Prepositions	从, 离	从我家到学校要走半个小时。 我家离飞机场有 15 公里。
Sentences types	passive 被	我的中文字典被小东借走了。
Verbs and verb phrases	resultative 看见, 听清楚, 找到	小明, 你看见张老师没有? 我听得清清楚楚, 刘老师明天带我们去中国城。 我找到中国的长城在哪儿了。
	verb and auxiliary 打算, 应该, 得	我打算明年去中国旅游。 我们应该好好学中文。 现在很晚了, 我得回家了
Word for approximation	多	教室里有三十多个学生。

Appendix 2 – Course outcomes

The Chinese: Second Language ATAR course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Listening and responding

Students listen and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context when listening and responding to texts
- use processes and strategies to make meaning when listening.

Outcome 2 – Spoken interaction

Students communicate in Chinese through spoken interaction.

In achieving this outcome, students:

- use understandings of language and structure in spoken interactions
- interact for a range of purposes in a variety of contexts
- use processes and strategies to enhance spoken interaction.

Outcome 3 – Viewing, reading and responding

Students view, read and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context to respond to texts
- use processes and strategies to make meaning when viewing and reading.

Outcome 4 – Writing

Students write a variety of texts in Chinese.

In achieving this outcome, students:

- use understandings of language and structure when writing
- write for a range of purposes and in a variety of contexts
- use processes and strategies to enhance writing.

Appendix 3 – Grade descriptions Year 11

A	<p>Written production</p> <p>Responds with relevant and detailed information, ideas and/or opinions when writing about a range of topics.</p> <p>Provides responses that use a range of vocabulary, grammatical items and complex sentence structures with occasional inaccuracies that do not affect meaning.</p> <p>Writes cohesive and well-structured texts that show clear development and connection of ideas.</p> <p>Applies the conventions of text types.</p>
	<p>Oral production</p> <p>Communicates effectively across a range of topics. Comprehends almost all questions and responds with relevant information and/or opinions.</p> <p>Provides responses that are clear and cohesive. Uses a range of vocabulary, grammatical items and complex sentence structures with occasional inaccuracies that do not affect meaning.</p> <p>Speaks with mostly accurate pronunciation.</p>
	<p>Comprehension</p> <p>Accurately extracts and processes information from a variety of texts across a range of topics. Provides relevant details.</p> <p>Provides accurate responses to literal questions and mostly accurate responses to inferential questions.</p>
B	<p>Written production</p> <p>Responds with mostly relevant information, ideas and/or opinions, including some detail, when writing about a range of topics.</p> <p>Provides responses that use a range of familiar vocabulary, grammatical items and sentence structures with some inaccuracies that usually do not affect meaning.</p> <p>Writes structured texts that show clearly developed ideas.</p> <p>Applies most of the conventions of text types.</p>
	<p>Oral production</p> <p>Communicates effectively in most instances across a range of topics. Comprehends most questions and responds in some detail with relevant information and/or opinions.</p>

	Provides responses that are mostly clear and cohesive. Uses a range of vocabulary, grammatical items and simple and complex sentence structures with some inaccuracies that at times affect meaning. Speaks with reasonably accurate pronunciation.
	Comprehension Extracts and processes information from a variety of texts across a range of topics. Provides some relevant details. Provides mostly accurate responses to literal questions and some accurate responses to inferential questions.
C	Written production Responds with mostly relevant information and/or opinions. Includes some detail, when writing about familiar topics and may include irrelevant content when writing about less familiar topics. Provides responses that use well-rehearsed language, familiar vocabulary, grammatical items and sentence structures, with some inaccuracies that sometimes affect meaning. Writes simple texts that show some structure and development of ideas. Applies some of the conventions of text types.
	Oral production Provides some information and/or opinions. Comprehends familiar questions; however, for complex questions may require time to process, or rephrasing and support from the other speaker. Provides brief responses that are reasonably clear relying on well-rehearsed language. Uses a range of vocabulary, grammatical items and simple and complex sentence structures with inaccuracies that at times affect meaning. Makes errors in pronunciation that at times may result in the meaning not being clear.
	Comprehension Extracts and processes some information from a variety of texts. Provides limited details. Provides responses to literal questions that are mostly accurate, but responses to inferential questions are frequently incorrect or incomplete.
D	Written production Responds with simple information and/or opinions when writing about familiar topics. Includes limited detail and/or irrelevant content.

Provides responses that use well-rehearsed, simple language and short sentences.
 Produces writing which is frequently repetitive and disjointed and inaccurately applies the basic rules of grammar.
 Writes simple texts that show some basic organisation of information or ideas.
 Applies the conventions of text types inconsistently.

Oral production

Provides some simple information and/or opinions. Is silent due to lack of comprehension and time required to construct responses. Requires frequent support from the other speaker to sustain conversation.
 Provides brief responses that are characterised by single words and fragmented sentences or English. Uses a limited range of vocabulary, grammatical items and sentence structures with frequent inaccuracies that often affect meaning.
 Makes errors in pronunciation that often result in the meaning not being clear.

Comprehension

Extracts insufficient and/or irrelevant information from texts.
 Provides responses that are frequently incomplete or irrelevant.

E

Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.