



## Year 10 Chinese

### Recommendation

Year 10 Chinese is designed as a continuer course and a Sound Achievement (C) and above in Year 9 Chinese is strongly recommended. In the event that a student has Chinese Language ability but has not previously undertaken formal study, a diagnostic test must be conducted to determine a student's suitability to engage with the subject.

### Achievement

Under the Australian Curriculum, all subjects are broken into two-year band. The standards below are for Years 9 and 10.

By the end of Year 10, students use spoken and written Chinese to sustain extended interactions with familiar and unfamiliar participants in a range of contexts (for example, interacting with Chinese-speaking students online; using Chinese to ask about items in a local Chinese grocery). Students use pinyin to transcribe spoken texts and use characters to create written texts. They identify key ideas and compare information from multiple sources to develop and substantiate their own position on topics of personal interest or issues of broader significance. They exchange ideas and opinions. They speak with attention to pronunciation and tone. Students respond to and create a range of short informative and imaginative texts for a variety of audiences and purposes. They use a range of sentence structures and grammatical features to develop cohesion and coherence in these texts, including prepositional phrases to describe participants and adverbs to express time, tense and frequency of events and apply a range of stylistic devices such as rhetorical questions, quotes. They translate texts and produce bilingual texts, recognising that not all concepts can be readily translated Chinese and English. They engage with a range of imaginative texts.

Students recognise how writers and speakers, including themselves, make deliberate choices when using language features and text structures. They recognise that language is dynamic and is influenced by time, place, setting, participants and contexts. When interacting with a range of texts they identify how audience and purpose shape their own and others' language choices and interpretation of these texts. They explain how features of Chinese culture and language shape their own and others' communication practices. Students reflect on how their own cultural experience impacts on interactions with Chinese speakers.

### Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Communicating in target language** in a variety of contexts
- **Understanding** the culture of the target language and the systems, variations and roles of languages, in contexts

### Delivery (mode, time requirements, lessons)

Lessons are delivered via an online platform. Students have access to scheduled lessons each week. Students are required to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar.

### Student Requirements

Computer, access to internet, email, printer, scanner, headset with microphone, exercise book, stationery and English-Chinese bilingual dictionary.

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		<b>Units and Learning Experiences, Summative Assessment, Criteria Assessed, Approximate timing/due date of summative assessment</b>
<b>Semester 1</b>	<b>Term 1</b>	<p><b>Unit 1. What is advertising?</b> In this unit, students will explore the concept of advertising in Chinese-speaking cultures and Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• discuss memorable advertisements</li> <li>• analyse and compare Chinese advertisements</li> <li>• draft and present a video advertisement to market an Australian product to a Chinese youth audience</li> <li>• understand the influence of advertising language in Chinese-speaking countries</li> <li>• analyse and reflect on how language and culture influence advertisements.</li> </ul>
		<p><b>Summative assessment type and criteria assessed:</b></p> <ul style="list-style-type: none"> <li>• Modes assessed: Writing, speaking, analysing, reflecting</li> </ul>
	<b>Term 2</b>	<p><b>Unit 2. What is the best job in the world?</b> In this unit, students will explore language and culture relating to youth employment in Chinese-speaking cultures.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• exchange ideas, opinions and views about jobs and earning money</li> <li>• analyse information about youth employment</li> <li>• use Chinese to advertise the best job in the world</li> <li>• analyse the language of persuasive texts.</li> </ul>
		<p><b>Summative assessment type and criteria assessed:</b></p> <ul style="list-style-type: none"> <li>• Modes assessed: Speaking, analysing, reflecting</li> </ul>
	<b>Term 3</b>	<p><b>Unit 3. What is environmental conservation?</b> In this unit, students investigate different perspectives towards animal conservation in China and Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• discuss different perspectives on the conservation and culling of particular animals in Australia</li> <li>• analyse and present texts about the trade of exotic animals in China</li> <li>• translate texts about animal conservation</li> <li>• reflect on perspectives relating to the use of exotic animals as pets and in traditional medicine in China.</li> </ul>
		<p><b>Summative assessment type and criteria assessed:</b></p> <ul style="list-style-type: none"> <li>• Modes assessed: Writing, speaking, reflecting</li> </ul>
		<p><b>Unit 4. What are our global connections?</b> In this unit, students explore their connections with the wider global community including links with Chinese culture.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• discuss experiences and connections with other countries and cultures</li> <li>• analyse texts about the globalisation of production and present their own perspective</li> <li>• reflect on intercultural interactions</li> <li>• consider how language use reflects changing cultural values and practices in globalised societies.</li> </ul>
		<p><b>Summative assessment type and criteria assessed:</b></p> <ul style="list-style-type: none"> <li>• Modes assessed: reading, listening, writing, reflecting</li> </ul>

**Disclaimer** All of the above information is accurate at the time of publication.