



Chinese Level 2

Scoping Paper

Years 9 to 12 Learning 2020 Course Development

The purpose of this scoping paper

The purpose of this paper is to provide information regarding the scope of the proposed course *Chinese* Level 2, including the:

- *Rationale*
- *Relationship to:*
 - *Senior Secondary Australian Curriculum (where applicable)*
 - *Years 9 to 12 Curriculum Framework*
 - *General Capabilities*
- Existing pathways and possible Future Provision
- Course Design

It is designed to enable all interested stakeholders to reflect and provide initial feedback on the rationale and relationships as italicised above. The additional information is included for noting.

Additionally in consideration of the information provided in this scoping paper, we are seeking your suggestions for the core concepts, big ideas, essential learnings or important considerations you would like to see included in this proposed course.



Consultation

Throughout the course development process there will be four opportunities for formal stakeholder consultation:

- Course Scope
- Structural Overview and Key features (November/December 2020)
- Initial Draft Course (March 2021)
- Final Draft Course (June 2021)

This scoping paper represents the first of four course consultation points for teachers to engage in the course development process for *Chinese Level 2*.

Course Rationale

The study of Languages promotes and contributes to a socially cohesive society that values, respects and appreciates different points of view and cultural, social, linguistic and religious diversity. Language is the basis of communication and human interaction. Learning an additional language provides students with opportunities to reflect on their own first language, to develop knowledge, skills and understanding that will allow them to function successfully in the ever-changing world of the 21st Century. Chinese exposes students to Chinese-speaking communities, their cultures and traditions both in Australia and in other Chinese-speaking communities. Having the ability to communicate in Chinese will also contribute to society and the Tasmanian economy in coming decades, providing students with a range of opportunities for personal, vocational and professional growth.

Chinese Level 2 is designed for students who have no prior experience of learning the language. It is also suitable for students who have already had some exposure to Chinese at primary or high school and wish to review their earlier learnings before moving on to more challenging language learning experiences at Level 3. *Chinese Level 2* is not intended for background speakers of the language.

Developed to reflect the renewed Common Curriculum and Assessment Framework for Languages (CCAFL), *Chinese Level 2* will provide students with the opportunity to develop interpersonal, analytical and presentational skills through reading, writing, speaking, viewing and listening to modern standard Chinese. Because language and culture are inseparable and therefore interdependent, the study of *Chinese Level 2* will help students to understand how language works as a system that is intrinsically interconnected with cultural knowledge. Using Personal, Community and Global perspectives drawn from the CCAFL, *Chinese Level 2* students will build the capacity to make social, cultural and economic contributions in the Australian context through their knowledge of the language and interest in Chinese-speaking communities, thereby enriching their capacity for intercultural understanding.

Years 9 to 12 Curriculum Framework

[Years 9 to 12 Education Framework](#) informs the design of *Chinese Level 2* and it fits within the Discipline-based Study focus area of the [Years 9 to 12 Curriculum Framework](#).

Pathways

Chinese Level 2 enables learning continuity from Australian Curriculum: Chinese and also provides an entry point to learning Chinese.

Relationship to the Senior Secondary Australian Curriculum

Chinese Level 2 aligns to the structure, concepts and perspectives of the CCAFL as there is no Senior Secondary Australian Curriculum for Languages. All Australian jurisdictions draw on the content and structure of the CCAFL for the development of their locally developed Languages courses.



Australian Curriculum General Capabilities

The *Chinese* Level 2 course is designed to enable teachers to design courses of study, which draw on the cross curriculum priorities and develop the General Capabilities: Literacy, ICT, Critical and Creative Thinking, Ethical Understanding, Personal and Social Capability and Intercultural Understanding.

Relationship to Replacement courses

Chinese Level 2 is a replacement for Chinese Foundation Level 2.

Senior Secondary Accreditation Framework


This course will be developed to address the Principles and Standards of the [Senior Secondary Accreditation Framework](#).

Course Design

This proposal is in line with the draft Integrated Policy Model. From the Articulation, extension and enrichment: section this is a Level 2-3 course pair. Each course is 150 hours and will be divided into three equally weighted modules of 50 hours each.

Relationship to possible Future Provision

Learning Area Roadmaps are available on the Years 11 & 12 website: <https://11and12.education.tas.gov.au/learning-area-road-maps/>

FOCUS AREA	P	1	2	3	4
 Discipline-based			Chinese French German Italian Japanese		