



Chinese Level 2

Overview and Key Features

Years 9 to 12 Learning 2020



The purpose of this paper

The purpose of this paper is to provide information regarding the overview and key features of the proposed *Chinese Level 2*.

It is designed to enable all interested stakeholders to reflect and provide feedback on key features including learning outcomes, structure, sequencing and likely content. This feedback will be considered in writing the draft course.

Consultation

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

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

This paper represents the second 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 countries. Having the ability to communicate in Chinese will also contribute to Tasmanian society and the 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 concepts outlined in 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 the *Chinese Level 2* course and it fits within the Disciplinary Study focus area of the [Years 9 to 12 Curriculum Framework](#).

Pathways in

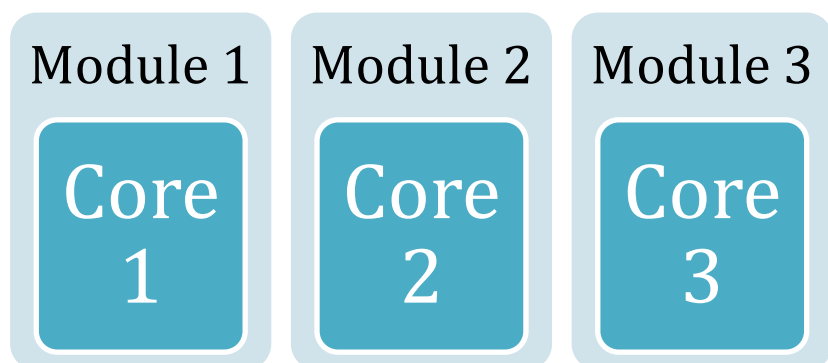
The Chinese Level 2 course provides an entry point to learning Chinese and also enables learning continuity for learners who have had limited or intermittent learning experiences in Australian Curriculum: Chinese.

Learning Outcomes

On successful completion of this course and within the linguistic parameters outlined in this course, learners will be able to:

- exchange information, opinions, ideas and experiences in Chinese and reflect on knowledge and understanding of the relationship between language and culture
- understand, reflect on and respond to texts presented in Chinese and mediate between languages and cultures
- create Chinese to express ideas, demonstrating knowledge and understanding of language as a system and the relationship between language and culture.

Course Structure



Modules Available

Core 1: Identity

Core 2: Responsibility

Core 3: Legacy

Course Delivery

The modules will be delivered sequentially.

Module content

<u>CHINESE Level 2</u>	Module 1: Identity	Module 2: Responsibility	Module 3: Legacy
Perspectives			
Personal	<ul style="list-style-type: none"> • Self • Family relationships • Friendship 	<ul style="list-style-type: none"> • Daily Life • Education • Employment (P-T Jobs) 	<ul style="list-style-type: none"> • Free time • Entertainment • Travel
Community	<ul style="list-style-type: none"> • Friendship 	<ul style="list-style-type: none"> • Employment (P-T Jobs) 	<ul style="list-style-type: none"> • Free time • Entertainment
Global	<ul style="list-style-type: none"> • Self • Family relationships 	<ul style="list-style-type: none"> • Daily Life • Education 	<ul style="list-style-type: none"> • Travel
Language functions / structures/ vocabulary/ characters critical to this module	<i>To be developed during consultation process</i>	<i>To be developed during consultation process</i>	<i>To be developed during consultation process</i>

Relationship to possible Future Provision

Focus Area	P	I	2	3	4
 DISCIPLINE-BASED			Chinese French German Italian Japanese		

Note: Subject to ongoing accreditation considerations in line with the Accreditation Framework