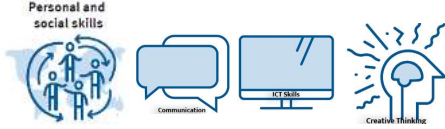


School Code	CHI		
Year Level	11 & 12	QCE Credits	4
Subject Type	General Subject	VET Contribution	N/A
Recommended Academic Performance	Native Speaker or Study Mandarin Chinese in Year 10—C Standard Can also have studied Chinese in Year 9—B Standard		
21 <sup>st</sup> Century Skills			

Languages: Chinese provides students with the opportunity to reflect on their understanding of the Chinese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Chinese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

### Pathways

A course of study in Chinese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses, could be of value, such as business, hospitality, law, science, technology, sociology and education.

### Objectives

By the conclusion of the course of study, students will:

- comprehend Chinese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Chinese.

### Structure:

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 <b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers and friends</li> <li>• Lifestyle and leisure</li> <li>• Education</li> </ul>	探索世界 <b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Technology and media</li> <li>• The contribution of Chinese culture to the world</li> </ul>	社会现象 <b>Our society</b> <ul style="list-style-type: none"> <li>• Roles and relationships</li> <li>• Socialising and connecting with my peers</li> <li>• Individuals in society</li> </ul>	我的未来 <b>My future</b> <ul style="list-style-type: none"> <li>• Finishing secondary school, plans and reflections</li> <li>• Responsibilities and moving on</li> </ul>

### Assessment:

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments:

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Examination — short response</li> </ul>	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Extended response</li> </ul>	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>	30%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>	25%

### Costs

It is expected that students studying this subject participate in BYOD. Please see page 155 for further information and device specifications.