

# Year 10 Syllabus

## Year Level Description

Year 10 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 9 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture. Students require continued guidance and mentoring at this stage of their language learning, but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and prospects, including how the Chinese language may feature in these.

Students communicate in Chinese, initiating and participating in sustained spoken interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues. They engage in sustained written interaction and activities, exchanging information, solving problems and managing diverse views. Students analyse, synthesise and evaluate ideas and information and they collate and present in written form a range of perspectives on texts related to aspects of their personal, natural and social worlds. Students engage with and respond to a range of imaginative performance-based texts. They create written imaginative texts that express aspects of Chinese culture for different audiences.

Students understand the systems of the Chinese language, explaining differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions. They increase control of context-related vocabulary and analyse how grammatical elements such as exploring the ways in which language can be manipulated to make ideas more objective, impact on the making of meaning in texts. Students use metalanguage to describe the distinctive spoken and written language

system of Chinese.

Students understand that Chinese language and culture have evolved and continue to change and understand that language use has the power to influence social relationships, beliefs and values.

In Year 10 students are challenged with more independent learning experiences, however, these experiences continue to be supported with scaffolding and monitoring.

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## Communicating

### SOCIALISING

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Initiate and participate in sustained spoken interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people's experiences and interest in contemporary culture and social issues, for example,

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□□...□□□□□□;□□□□□□□□□□...□□□□□□...

[\(ACLCHC065\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Engage in sustained written

## Understanding

### SYSTEMS OF LANGUAGE

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Explain differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions

[\(ACLCHU074\)](#)

 Literacy

 Critical and creative thinking

Examine and explain the relationships between characters and word meanings when encountering new vocabulary

Use metalanguage to describe the distinctive spoken and written language system of Chinese

[\(ACLCHU075\)](#)

interaction and activities about contemporary culture and social issues, for example, the importance of China to Australia's economy, ways to promote a better understanding of China in Australian schools, protecting the environment or utilising technology, exchanging information, requesting clarification or confirmation, solving problems and managing diverse views such as 如何管理不同的观点...

[\(ACLCHC066\)](#)

📖 Literacy

🖥️ Information and Communication

Technology (ICT) capability

🧠 Critical and creative thinking

👥 Personal and social capability

🌐 Intercultural understanding

## INFORMING

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Analyse, synthesise and evaluate ideas and information from a range of perspectives in spoken texts related to contemporary culture and social issues, identifying how context and culture affect how information is presented

[\(ACLCHC067\)](#)

📖 Literacy

🧠 Critical and creative thinking

Increase control of context-related vocabulary and analyse how grammatical elements impact on the making of meaning in texts, including:


- justifying opinions and building logical arguments by expressing additional information and providing reasons, for example, using 因为.....所以..... ; 不但.....而且 ; 不仅.....而且 and introducing contrasting views to others using elements such as cohesive devices, for example, 但是.....然而..... 另一方面..... 另一方面.....
- exploring the ways in which language can be manipulated to make ideas more objective, for example, removal of personal pronouns and opinions
- experimenting with the use of 设问句 (Chinese set expressions) and 反问句 (Chinese set expressions) and

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Collate and present in written form a range of perspectives on texts related to aspects of their personal, natural and social worlds and identify how context and culture affect how information is presented

[\(ACLCHC068\)](#)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Intercultural understanding

## CREATING

Engage with a range of imaginative performance-based texts and respond by discussing attitudes portrayed, expressing opinions,

famous sayings to substantiate

ideas in Chinese

- experimenting with 以 as a subject modifier to express ideas that would contain relative clauses in English, for example,

□□□□□□□□[\(ACLCHU076\)](#)

 Literacy

 Critical and creative thinking

Compare the purposes, text structures and language features of traditional and contemporary Chinese texts

[\(ACLCHU077\)](#)

 Literacy

 Critical and creative thinking

 Intercultural understanding

## LANGUAGE VARIATION AND CHANGE

Explain how Chinese language and culture have evolved and continue to change and understand that language use has the power to influence social relationships, beliefs and values

[\(ACLCHU078\)](#)

explaining themes, discussing characters and considering language use and cultural meanings and apply this to create and perform their own spoken imaginative texts

[\(ACLCHC069\)](#)

- 📖 Literacy
- 🧠 Critical and creative thinking
- 👥 Personal and social capability
- 🌐 Intercultural understanding

Create written imaginative texts that express aspects of Chinese culture for different audiences and identify how some concepts can be readily translated between Chinese and English and some cannot

[\(ACLCHC070\)](#)

- 📖 Literacy
- 🧠 Critical and creative thinking
- 👥 Personal and social capability
- 🌐 Intercultural understanding

### TRANSLATING

Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when

- 📖 Literacy
- 🧠 Critical and creative thinking
- 🌐 Intercultural understanding

Explain how language defines people's roles as outsiders or insiders in groups and cultures, for example, 中国人在海外生活时，常常会遇到一些文化差异，这些差异会影响他们的行为和思维方式。

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[\(ACLCHU079\)](#)

- 📖 Literacy
- 🌐 Information and Communication Technology (ICT) capability

- 🧠 Critical and creative thinking
- 🌐 Intercultural understanding

### ROLE OF LANGUAGE AND CULTURE

Analyse the ways in which language choices reflect cultural practices and values and how language is used to express familiarity and distance between participants in interactions, for example,

中国人在海外生活时，常常会遇到一些文化差异，这些差异会影响他们的行为和思维方式。

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[\(ACLCHU080\)](#)

- 📖 Literacy

transferring meaning from one language to another

[\(ACLCHC071\)](#)

 Literacy

 Critical and creative thinking

 Intercultural understanding

## REFLECTING

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Reflect on the experience of learning and using Chinese, considering how intercultural communication involves taking responsibility for contributing to mutual understanding by modifying language and behaviours in relation to cultural perspectives

Explore and express their own cultural identity and ability to act as a cultural mediator between Chinese speakers and Australians

[\(ACLCHC073\)](#)


 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

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## Achievement standard

At standard, students initiate and participate in sustained spoken and written interactions in Chinese with others through collaborative tasks, activities and transactions to provide information on young people's experiences and interest in contemporary culture and social issues, such as 休闲娱乐 and 时尚... 购物... They use familiar descriptive and expressive language, in formal and some informal exchanges, to exchange information, request clarification or confirmation, solve problems and manage diverse views. Students analyse, synthesise and evaluate some ideas and information from a range of perspectives in spoken texts related to aspects of their personal, natural and social worlds, and identify most of the ways that context and culture affect how information is presented. They collate and present in written form a range of perspectives on texts related to aspects of their personal, natural and social worlds, and identify most of the ways that context and culture affect how information is presented. Students engage with imaginative performance-based texts and respond by discussing attitudes portrayed, expressing opinions, explaining themes, discussing characters and considering language use and cultural meanings, and apply these to create and perform their own spoken imaginative texts. They create simple written imaginative texts that express aspects of Chinese culture for different audiences, and identify how some concepts can be readily translated between Chinese and English and some cannot. When translating and interpreting from one language to another, students describe how cultural perspectives and concepts have been represented. They describe the experience of learning and using Chinese, considering how intercultural communication involves taking responsibility by modifying language and behaviours. They also explore and express their own cultural identity and ability to act as a cultural mediator between Chinese speakers and Australians.

Students better understand the systems of the Chinese language, explaining, in part, differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions. They examine and explain, in part, the relationships between characters and word

meanings when encountering new vocabulary. Students use metalanguage to describe the distinctive spoken and written language system of Chinese. In spoken and written texts, students use familiar vocabulary, with a satisfactory level of accuracy. They analyse how elements of grammar impact on the making of meaning in texts, including justifying opinions and building logical arguments by expressing additional information and providing reasons, for example, using 因为...所以...; 不但...而且; 而且, and introducing contrasting views to others using elements, such as cohesive devices, for example, 但是...而且...而且...而且...而且... Students explore the ways in which language can be manipulated to make ideas more objective, for example, the removal of personal pronouns and opinions. They experiment with the use of 的 (Chinese set expressions) and famous sayings to substantiate ideas in Chinese. Students experiment with 的 as a subject modifier to express ideas that would contain relative clauses in English, for example, 的 的的的的的的的的. They compare the purposes, text structures and language features of traditional and contemporary Chinese texts. Students explain how Chinese language and culture have evolved and continue to change over time, and identify how language use has the power to influence social relationships, beliefs and values. They explain how language defines people's roles as outsiders or insiders in groups and cultures. Students analyse the ways in which language choices reflect cultural practices and values, and describe how language is used to express familiarity and distance between participants in interactions.

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