

LET
YOUR
light
SHINE



LANGUAGES

TENISON WOODS
COLLEGE

2020

CURRICULUM
YEAR 10-12



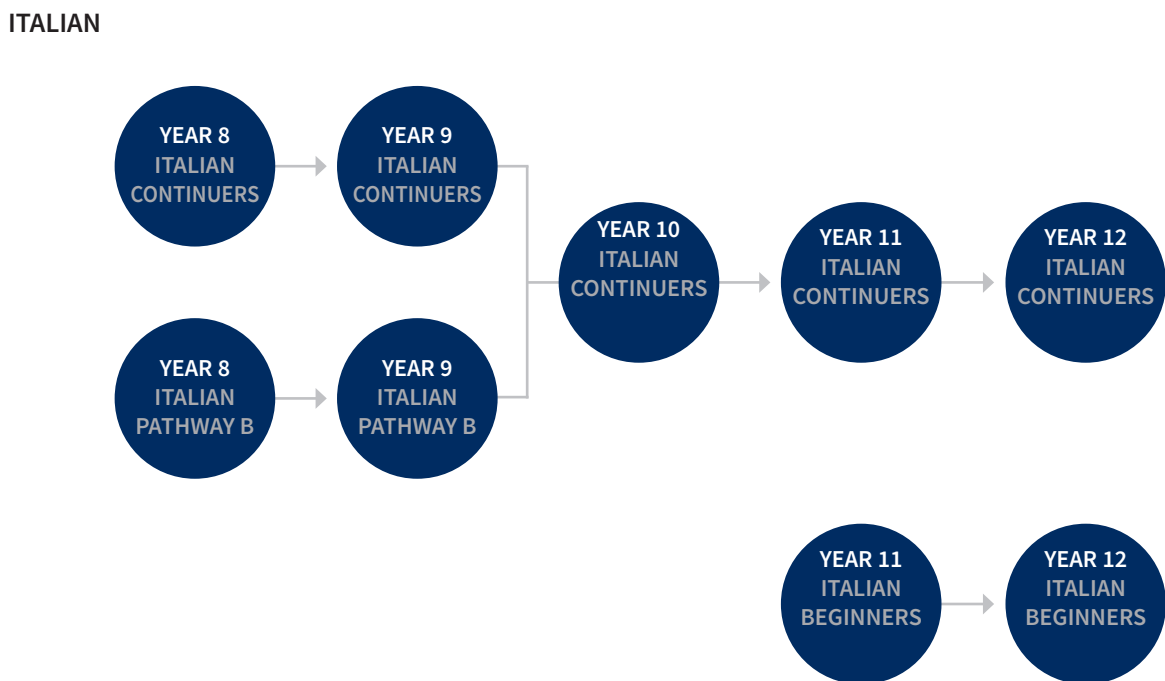
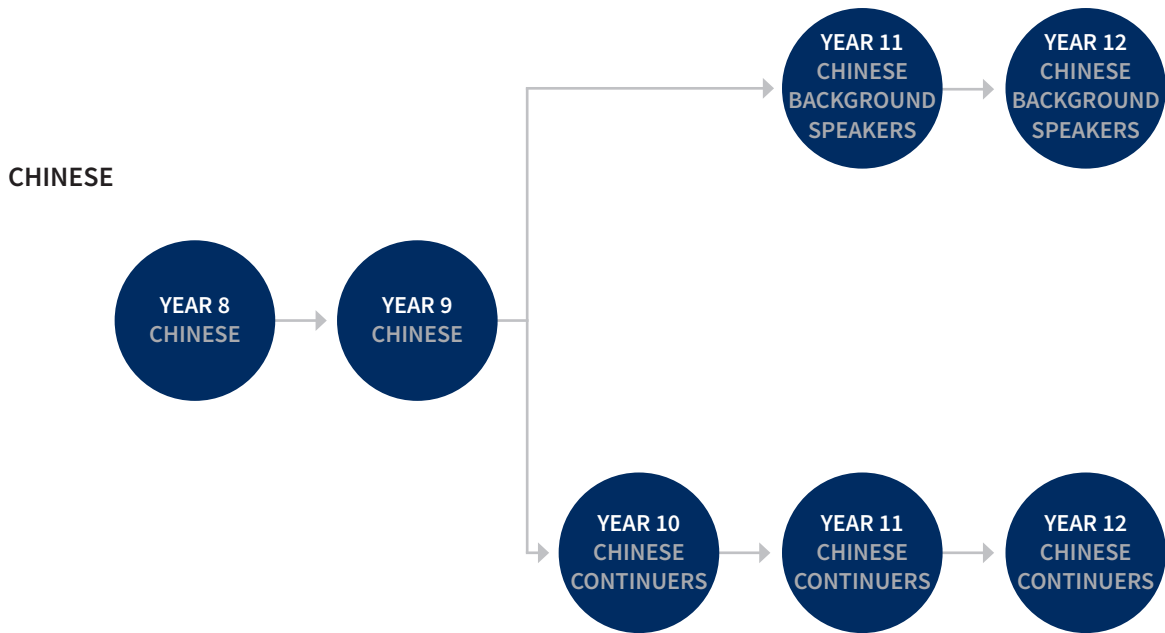
*“All created things give us ideas
and glimpses of the beauty of
the infinitely beautiful
Creator.”*

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Fr Julian Tenison Woods

CONTENT STRANDS: COMMUNICATING • UNDERSTANDING

[LANGUAGES]



[LANGUAGES]

CHINESE • ITALIAN

The study of languages contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, and general knowledge whilst also giving access to the culture of Chinese/Italian speaking countries and communities. Most importantly the study of languages also promotes understanding of different attitudes within the local community and beyond.

Chinese is a significant world language and is widely used by Chinese communities throughout the Asia-Pacific region including Australia. It is a priority Language Other Than English and is used by many Australian business organisations.

Italy and the Italian language are focal points of European History and Politics, Art, Architecture, Music, Science, Literature, Film and Theatre. Italians constitute the largest non-British ethnic group in Australia; with over 450,000 Italians settling here in the post war period. Students of Italian have much to gain by acquiring knowledge of the language and cultural heritage of this group.

Children of Chinese and Italian origin will have the opportunity to develop their linguistic skills and deepen their understanding of the traditions and culture of the country of origin of their parents and grandparents.

Students of Chinese and Italian language are in the fortunate position of not having to go abroad in order to hear Chinese or Italian spoken in every day, real life situations as they are well maintained and fostered in the Mount Gambier community, through the media and by our increasing cultural links. China and Italy rank highly among Australia's top trading partners in mutually supportive trade relationships. People with a good knowledge of Chinese or Italian are needed in the social service agencies and organisations and in education, commerce, industry and tourism.

CHINESE - CONTINUERS

Year Level: 10
SACE Credits: N/A
Pathway: Stage 1 Chinese (Continuers)
Prerequisite: Completion of Year 9 Chinese (Continuers)
Length: 1 year

Course Description:

In this course students investigate the habits of daily routine, family, friends and relationships and the impact that speaking

Chinese as a first language has on these elements. The course progresses to include such things as; school life including subjects, studying and routines, festivals and customs, clothing, eating, food types and cuisine and weather.

Assessment:

Assessment may vary according to what the students learn. This may include comprehension of written texts from Chinese to native language, comprehension of oral texts in Chinese to English, oral presentations, written response in Chinese, tests and an examination.

CHINESE - CONTINUERS

Year Level: 11 (Stage 1)
SACE Credits: 20
Pathway: Stage 1 Chinese (Continuers)
Prerequisite: Successful completion of Year 10 Chinese is advised
Length: 1 year (two sequential units)

Course Description:

Students are required to undertake an investigative task researching a cultural or social aspect of a prescribed theme or contemporary issue using various resources. There are three prescribed themes; The Individual, The Chinese-Speaking Communities and The Changing World. In 'The Individual' students explore personal identity, recreation and leisure, education and aspirations and travel experiences. 'Chinese-Speaking Communities' covers the history and culture of China,

including geography, lifestyles and schooling. 'The Changing World' exposes students to the world of work and youth issues.

Assessment:

Assessment in this topic consists of four assessment tasks; An oral task where students are required to undertake an oral task in Chinese; A written task where students are required to undertake a written task in Chinese; A text analysis task where students are required to undertake an analysis of a text or texts of writing that are in Chinese with a response or responses in Chinese and/or English; and an investigative task where students are required to undertake an investigative task demonstrating research and personal reflection on a cultural aspect. Students research an issue or topic associated with 'The Chinese-speaking Communities' or 'The Changing World' themes. Students are expected to complete the two parts of this task as an oral or written part in Chinese (250 words) and a written part in English (600 words).

[LANGUAGES]

CHINESE

CHINESE - CONTINUERS

Year Level: 12 (Stage 2)
SACE Credits: 20
Pathways: Tertiary studies
Prerequisite: Satisfactory Achievement in Stage 1 Chinese
Length: 1 year (two sequential units)

Course Description:

Students are required to undertake an investigative task researching a cultural or social aspect of a prescribed theme or contemporary issue using various resources. There are three prescribed themes as listed below:

The Individual: Personal Identity; Education and Aspirations; Recreation and Leisure; and, Travel Experiences. The Chinese-Speaking Communities: History and Culture; Schooling; Lifestyles; Geography. The Changing World: Youth Issues; The World of Work; Tourism and Hospitality.

Assessment:

Assessment Type 1: Folio (50%)

- Students are required to complete five summative tasks for course work using the three task types: oral, written, and text analysis.

Assessment Type 2: In-depth Study (20%)

- An oral presentation in Chinese (5 to 7 minutes)
- A written response in Chinese (1000 characters)
- A written response in English (600 words)

Assessment Type 3: There will be an external examination which will comprise 30% of the final mark. The exam will be in two parts:

- The oral examination which is designed to assess students' knowledge in using spoken English. It relates to Learning outcomes 1 and 4.
- A written examination. This will be a three-hour examination and will have three sections:
 - Section 1: Listening and Responding; Section 2: Reading and responding; Section 3: Writing in Chinese.

CHINESE - BACKGROUND SPEAKERS

Year Level: 11 (Stage 1)
SACE Credits: 20
Pathway: Stage 2 Chinese (Background Speakers)
Prerequisite: Not required
Length: 1 year (two sequential units)

Course Description:

Students are required to undertake an investigative task researching a cultural or social aspect of a prescribed theme or contemporary issue using various resources. There are four prescribed themes; China and the World, Modernisation and Social Change, The Overseas Chinese Speaking Communities and Language in use in Contemporary China.

In 'China and the World' students investigate political and historical developments since 1949 and the current population issues and policies. Modernisation and Social Change explores issues such as changing roles and expectations of men and women, educational change and social/employment opportunities, the current impact of technology and youth

issues. The Overseas Chinese Speaking Communities topic covers cultural evolution and adaptation and Chinese contributions to Australia. Language in use in Contemporary China explores the impact of new technology such as the Internet, writers in the Chinese language and contemporary film.

Assessment:

Assessment in this topic consists of four assessment tasks; An oral task where students are required to undertake an oral task in Chinese; A written task where students are required to undertake a written task in Chinese; A text analysis task where students are required to undertake an analysis of a text or texts of writing that are in Chinese with a response or responses in Chinese and/or English; and an investigative task where students are required to undertake an investigative task demonstrating research and personal reflection on a cultural aspect. Students research an issue or topic associated with 'The Chinese-speaking Communities' or 'The Changing World' themes. Students are expected to complete the two parts of this task as an oral or written part in Chinese and a written part in English (250 words).

CHINESE - BACKGROUND SPEAKERS

Year Level: 12 (Stage 2)
SACE Credits: 20
Pathways: Tertiary studies
Prerequisites: Satisfactory Achievement in Stage 1 Chinese (Background Speakers)
Length: 1 year (two sequential units)

Course Description: Students are required to undertake an investigative task researching a cultural or social aspect of a prescribed theme or contemporary issue using various resources. There are four prescribed themes as listed below:

- China and the World
 - Political and historical developments since 1949
 - The environment
 - Population issues and policies
- Modernisation and Social Change
 - Educational change and social/employment opportunities
 - The impact of technology
 - The changing roles and expectations of women and men
- Youth issues
 - The Overseas Chinese-speaking Communities

- Chinese contributions in Australia
- Cultural evolution and adaptation
- Language in Use in Contemporary China
 - Writers in the Chinese language
 - The Internet
 - Contemporary film

Assessment: Assessment Type 1: Folio (50%)

- Teachers are required to complete five summative tasks for course work using the three task types: oral, written, and text analysis.

Assessment Type 2: In-depth Study (20%)

- An oral presentation in Chinese (5 to 7 minutes)
- A written response in Chinese (1000 characters)
- A written response in English (600 words)

Assessment Type 3: There will be an external examination which will comprise 30% of the final mark. The exam will be in two parts:

- The oral examination which is designed to assess students' knowledge in using spoken English. It relates to Learning outcomes 1 and 4.
- A three hour written examination with three sections: Section 1: Listening and Responding; Section 2: Reading and responding; Section 3: Writing in Chinese.

[LANGUAGES]

ITALIAN

ITALIAN - CONTINUERS

Year Level: 10 **SACE credits:** Not required
Pathway: Stage 1 Italian (Continuers)
Prerequisites: Year 9 Italian
Length: Full Year (Semester 1)

Course Description:

In Semester 1 course, Term1, students will extend the knowledge of the grammar rules and how the language works. They will learn the vocabulary related to the topic and they will engage in class in short conversation/dialogue describing themselves and others around them. In Term 2, students will extend more of the knowledge of grammar and vocabulary and they will be able to interact orally and in writing to exchange experiences, thoughts and feelings.

In the second semester, the student outcomes include a demonstration of the skills and knowledge required to use and understand simple and commonly used expressions in Italian. Students participate in tasks, such as Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in shared activities through planning, negotiating, deciding, arranging and taking action; Moving between languages and cultures orally and in writing, evaluating

and explaining how meaning works.

In Term4, students will learn about the Italian Migration to Australia

Assessment:

Assessment will include oral tasks in Italian, written and comprehension texts, text analysis, a research assignment, and an examination.

Term 1 - Grammar TEST, Reading Comprehension and translation, Self-introductory talk (5 minutes)

Term 2 - Diary entries, Oral presentation, Autobiography, Reading comprehension.

Term 3 - Itinerary, Formal letter writing or Email, Reflective writing, Aural Comprehension on Directions

Term 4 - Students will respond and reflect both written and orally on Italian migration to Australia. Students will watch the movie "Looking for Alibrandi" and they will also engage in a conversation in class and they answer in writing to questions.

ITALIAN - CONTINUERS

Year Level: 11 (Stage 1) **SACE Credits:** 20
Pathway: Stage 2 Italian (Continuers)
Prerequisites: Satisfactory completion of Year 10 Italian.
Length: 1 year (two sequential units)

Course Description:

In this course students will develop an understanding of Italian language and culture from a variety of text types and interactions.

The course is structured to consolidate prior learning and facilitate students with the skills to successfully communicate in an intercultural situation. The ability to reflect on culture,

language as a system, cognitive skills and the ability to apply Italian to work, further study, training or leisure are the aims of this course.

Students will express opinions and experiences in Italian, produce original texts in Italian, analyse, process and respond to texts that are in Italian, and understand aspects of the language and culture in Italian speaking communities.

Assessment:

Assessment (per semester) comprises of one interaction task, one written task, one text analysis and an investigative task. The investigative task demonstrates research and personal reflection on a cultural aspect and personal reflection on the learning process.

ITALIAN - BEGINNERS

Year Level: 11 (Stage 1) **SACE credits:** 20
Pathway: Stage 2 Italian (Beginners)
Length: 1 year (two sequential units)
Special Considerations: Limited or no previous/knowledge of Italian.

Course Description:

The Italian beginners level language is designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and is designed for students who wish to begin their study of the Italian language

at senior secondary level. Students develop the skills of listening, speaking, reading and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the Italian language. The students develop and apply linguistic and intercultural knowledge, understanding and skills.

Assessment:

Assessment (per semester) comprises of one interaction task, one written task and one text analysis. The text analysis task will demonstrate the students' ability to identify and explain key concepts as well as the cultural values of the target language.

[LANGUAGES]

ITALIAN

ITALIAN - CONTINUERS

Year Level:	12 (Stage 2)
SACE Credits:	20
Pathways:	Tertiary studies
Prerequisite:	Satisfactory Achievement in Stage 1 Italian (Continuers)
Length:	1 year

Course Description:

In Italian (Continuers), students interact with others to share information, ideas, opinions and experiences. Students create texts in the specific language to express information, feelings, ideas and opinions.

They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Assessment:

Assessment Type 1: Folio (50%)

• Students are required to complete five summative tasks for course work which will include the three assessment types-oral, written, and text analysis.

Assessment Type 2: In-depth Study (20%)

- An oral presentation in Italian (5 to 7 minutes)
- A written response in Italian (500 words)
- A reflective response in English (600 words)

Assessment Type 3: External examination (30%)

The exam will be in two parts:

- The oral examination which is designed to assess students' knowledge and skill in using spoken Italian.
- A written examination. This will be a three-hour examination and will have three sections: Section 1: Listening and Responding; Section 2: Reading and responding; Section 3: Writing in Italian.

ITALIAN - BEGINNERS

Year Level:	12 (Stage 2)	SACE credits:	20
Prerequisite:	Satisfactory Achievement in Stage 1 Italian (Beginners).		
Length:	1 year		
Special Considerations:	Limited or no previous/knowledge of Italian.		

Course Description:

The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level. Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language.

They develop and apply linguistic and intercultural knowledge, understanding, and skills.

Assessment:

School Assessment (70%)

- Assessment Type 1: Interaction (30%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Text Analysis (20%)

External Assessment (30%)

- Assessment Type 4: Examination (30%).

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component.

Students undertake:

- One interacting in spoken Italian, and one presentation and discussion in Italian, for the interaction;
- One writing in Italian, and one responding to written texts in Italian, for the text production;
- One analysing and interpreting spoken texts, and one analysing and interpreting written texts, for the text analysis;
- One oral examination;
- One written examination.

The remaining assessments may be undertaken from any of assessment types 1, 2, or 3.