

Languages: Chinese - Satisfactory - Years 9 and 10 (Year 7 entry)

Portfolio summary

This portfolio of student work shows that the student can use spoken and written Chinese to initiate and sustain interactions in familiar and unfamiliar contexts (WS1, WS2, WS5, WS7). The student exchanges information (WS4), ideas and opinions (WS3) and enquires into the experiences and opinions of others, using question words to elicit more information (WS1, WS2, WS5, WS7). The student summarises and collates information from different sources and perspectives to compare how ideas and concepts are expressed and organised in Chinese texts (WS4). The student observes how texts are created for different purposes and audiences (WS2). The student responds to narratives, identifying language features that do not translate easily between cultures, mediating these ideas and expressing insights in Chinese while adjusting language use for different audiences (WS7). The student justifies own opinions with reasons (WS1, WS2) and specific examples (WS3), using tone and rhythm (WS1) emphatically (WS5). The student responds to and creates a range of informative and imaginative texts for different purposes and audiences (WS2, WS3, WS4), including Chinese audiences, and describes adjustments made in language use for these different audiences. The student uses prepositions of time and place (WS1, WS2), and prepositions to show relationships with other people (WS3, WS5, WS7). The student makes comparisons using 比, and describes people in terms of appearance, personality and behaviours (WS1, WS2). The student uses a range of cohesive devices (WS1, WS2, WS3) with the support of models and cues (WS7). In writing, the student organises ideas (WS3) according to themes or sequences events using specific time words (WS4), temporal markers (WS1, WS2). The student also indicates changes in tense (WS4) with tense markers and uses verbs to express modality (WS4, WS5) or intention (WS7).

The student discerns differences in patterns of sound for example, 'qing', 'qin' and tone (WS5) in extended speech for different contexts and audiences (WS1, WS7). The student applies knowledge of character components (WS2, WS3, WS4) and morphemes to assist understanding of new characters and words encountered (WS6). The student analyses grammatical rules, uses language appropriate to the form of communication (WS2, WS3, WS5, WS7), and compares textual features. The student recognises the key features of grammar and sentence structure that are distinctive to Chinese (WS1, WS2, WS4, WS7), such as measure words (WS3), and varied uses of verbs and applies them in new contexts (WS3, WS5). The student is aware of issues relating to translating between Chinese and English (WS6) and recognises that certain concepts cannot be translated readily. The student is aware that language use varies according to context, purpose and mode (WS6, WS7). The student explains how culture and language shape their own and others' communication practices, and reflects on how own cultural experience (WS2) impacts on interactions with Chinese speakers (WS6).

Part time work

Sample summary

The role play took place at the end of a unit on part time work. Students learned vocabulary, expression, grammar and idioms related to the theme of the unit. Students discussed differences in cultural attitudes in Australia and China towards having a part time job whilst being a student.

Students were asked to work in groups of two or three and prepare a written script of a conversation about

part time work. Students practised their role play until they could perform it without a script. Students were expected to perform the role play as if it was a spontaneous conversation between young people.

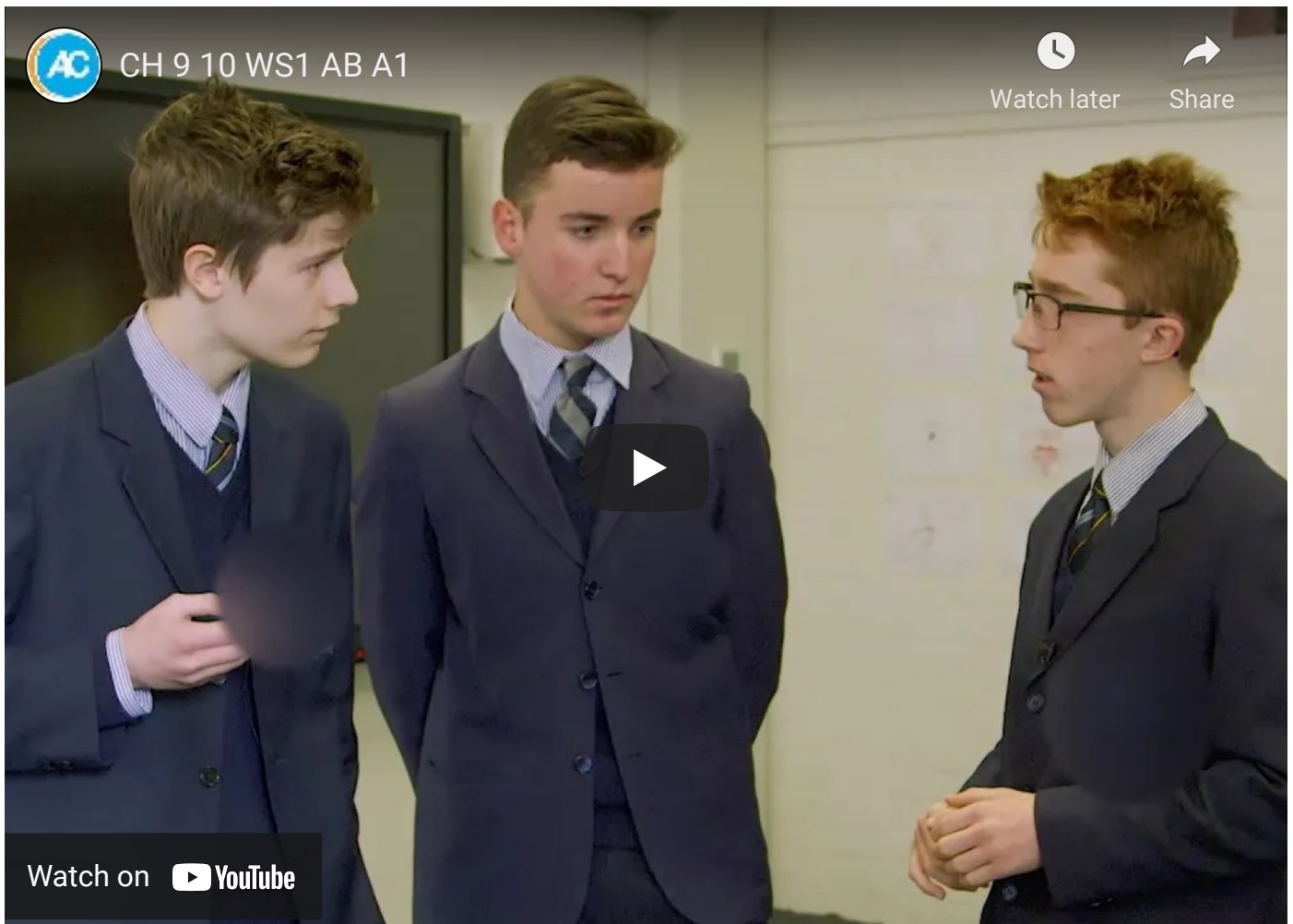
Achievement standard

Subject

By the end of Year 10, students use spoken and written Chinese to initiate and sustain interactions in familiar and unfamiliar contexts. They exchange information, ideas and opinions and enquire into the experiences and opinions of others, using question words such as 为什么, 怎么, 怎么样 to elicit more information. They summarise and collate information from different sources and perspectives to compare how ideas and concepts are expressed and organised in Chinese texts and contexts. Students observe how texts are created for different purposes and audiences. They respond to narratives, identifying language features that do not translate easily between cultures, mediating these ideas and expressing insights in Chinese while adjusting language use for different audiences. They justify their opinions with reasons and specific examples (比如), using tone and rhythm emphatically. Students respond to and create a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences, and describe adjustments they have made in their language use for these different audiences. They use prepositions of time and place, and prepositions to show relationships with other people, for example, 给, 跟, 对. They make comparisons using 比, and describe people in terms of appearance, personality and behaviours, and places in terms of scenery. They use a range of cohesive devices (for example, 不但...而且; 除了...以外; 如果...就) with the support of models and cues. In writing, they organise their ideas according to themes or sequence events using specific time words, temporal markers such as 的时候, 以前 and connectives, for example, 先...然后. They also indicate changes in tense with tense markers such as 了, 过, and use verbs to express modality (for example, 可以, 要, 会, 应该) or intention, for example, 希望, 想, 打算.

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Part time work video



Script of a conversation on part time work

Sample summary

Students were asked to write in Chinese characters the script of a conversation about part time work.

Achievement standard

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Script of conversation

Script for conversation about part time work.

丹尼尔:
美伦:
汤姆:

1 丹尼尔: 嗨 (嗨), 美伦, 汤姆! 最近怎么样?

2 美伦: 我最近开始做一家餐厅工作, 所以忙得很!

3 汤姆: 是吗? 我听说我们中国学生很多都在美国, 不应该读书时打工。

4 美伦: 是的, 我发现很多打工的学生都是来自加拿大, 很少是中国人。

5 丹尼尔: 我也在一家地方报纸当通讯员, 每天要很早起床, 送完报纸后, 才来学校上课。

6 汤姆: 你一个星期工作几天?

7 丹尼尔: 我每个星期工作二十四个小时, 每天早上四点半到七点半去送报纸, 美伦, 你呢? 你一个星期工作几个小时?

8 美伦: 我每周工作六个小时, 星期一、三、五下午能都去工作。

9 丹尼尔: 汤姆, 你打算找份工作吗?

10 汤姆: 我不找工作, 因为我的父母是美籍华人 (zhuan shen) 学生。

11 丹尼尔: 因为你打工, 所以有时能回家看望父母, 不过, 跟父母住在一起, 可能还不舒服。

12 丹尼尔: 汤姆和 美伦, 祝你们工作顺利 (hu bu yu kuai) (一帆风顺 (yi fu shun feng))! 祝你们快乐!

13 汤姆: 谢谢! 祝你们工作顺利 (yu kuai)! 再见!

14 美伦: 再见!

15 丹尼尔: 再见!

Annotations

- 1 **Annotation 1**
Initiates conversations appropriately
- 2 **Annotation 2**
Applies correct word order (subject-time-object-verb) to sequence events
- 3 **Annotation 3**
Presents the Chinese cultural point of view on a part time work
- 4 **Annotation 4**
Reflects on culture differences
- 5 **Annotation 5**
Sequences actions in order
- 6 **Annotation 6**
Gives reasons to support decision

Writing task

Sample summary

Students were asked to write a semi-formal email to a friend using Chinese characters, on how they felt about not having a smart phone, why they feel they should have one and how they would use it.

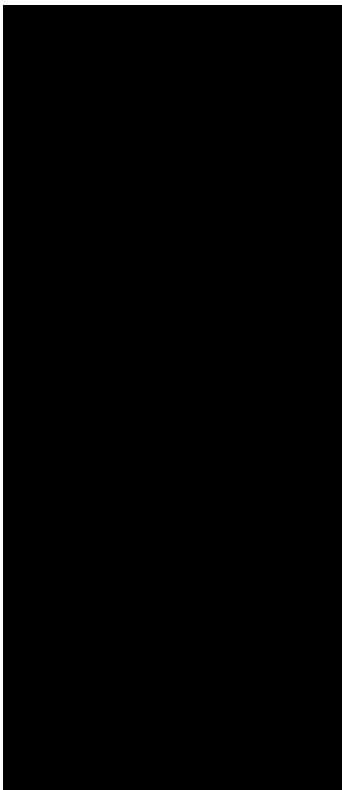
Achievement standard

Subject

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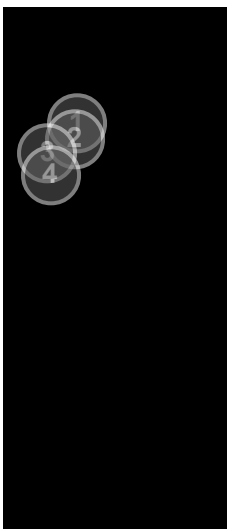
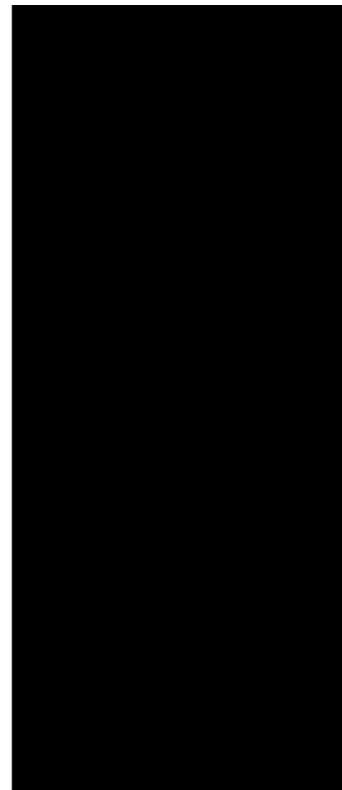
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Writing task



Your classmates have a smart phone, but your parents are determined not to buy you, you are very troubled. Please write an email to Your good friend, write 200-300 Chinese characters. The content should include:

1. Why are you unhappy?
 - Everyone else has one
 - My parents won't buy me one
 - 因为我们的同学们都有智能手机和 我的父母坚决不给我买, 所以我不开心和很失意。
2. Why do you need a smartphone?
 - I need to call and text my parents and fellow students
 - 我得对同学们和父母发送文字和打电话。
3. What do you do with your smartphone?
 - Apart from calling and texting, I can also do homework, read books, watch the news, play games, chat rooms, video chat.
 - 除了发送文字和打电话以外, 我也可以做作业, 看电子书, 看新闻, 玩电子游戏, 上网聊天和视频聊天。
4. Do you go online
 - I often on computer go online
 - 如果我到家, 做功课了和有空时间, 就我在电脑上上网。
5. What do you think of smart phones?
 - Because they have many uses, they are great
 - I think my parents should buy me one
 - 因为智能手机有很多好用, 所以我觉得有很多好处, 我也觉得我的父母应该给我买一个智能手机。
6. What do you think is the best feature of a smartphone?
 - I think that the best feature of a smart phone is communicating through video chat, calling and texting
 - 我觉得智能手机最好的功能是朋友联系打电话, 发送文字和上网视频聊天。
7. Why do not your parents give you a smartphone?
 - My parents believe I will often go online and play games and talk to friends and not often do homework and revise.
 - They think that good smart phones are too expensive
 - 我的父母觉得我会浪费时间和不做作业。
 - 我的父母也觉得 智能手机太贵了。
8. What are you going to do?
 - I will ask my friend to give me his previous phone and not play games on it
 - 你能给我你以前的智能手机吗?



收件人: david
 发件人: daoming
 主题: 我没有智能手机
 时间: 2017年六月七日星期三下午 12: 50

尊敬的朋友:

您好!

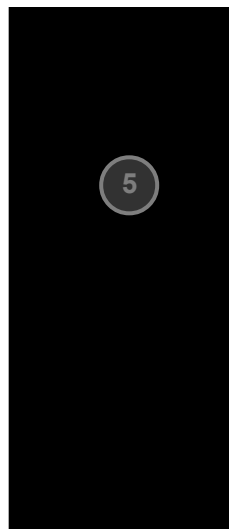
因为我们的同学们都有智能手机和 我的父母坚决不给我买, 所以我不开心, 我对同学们和父母发送文字和打电话。除了发送文字和打电话以外, 我也可以做作业, 看电子书, 看新闻, 玩电子游戏, 上网聊天和视频聊天。如果我到家, 做功课了和有空时间, 就我在电脑上上网。因为智能手机有很多好用, 所以我觉得有很多好处, 我也觉得我的父母应该给我买一个智能手机。我觉得智能手机最好的功能是朋友联系打电话, 发送文字和上网视频聊天。我的父母觉得我会浪费时间和不做作业, 我的父母也觉得 智能手机太贵了, 你能给我你以前的智能手机吗?

我希望你能给我。

祝一切顺利!

小明

字符数: 311



Annotations

- 1 **Annotation 1**
 Uses appropriate text type conventions for writing a letter
- 2 **Annotation 2**
 Expresses feelings and provides reason
- 3 **Annotation 3**
 Justifies views with supporting examples
- 4 **Annotation 4**
 Identifies and acknowledges different opinions
- 5 **Annotation 5**
 Explores solutions for issues raised in letter

Writing task – weather forecast

Sample summary

Students were asked to write in Chinese characters about the weather forecast in a city of their choice.

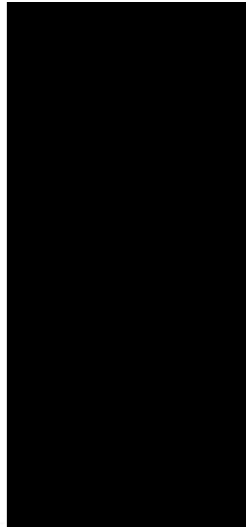
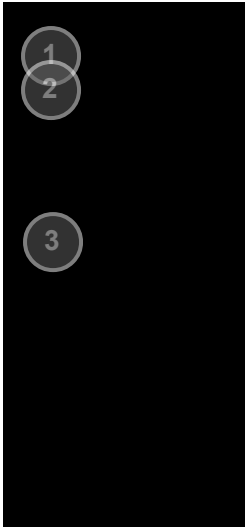
Achievement standard

Subject

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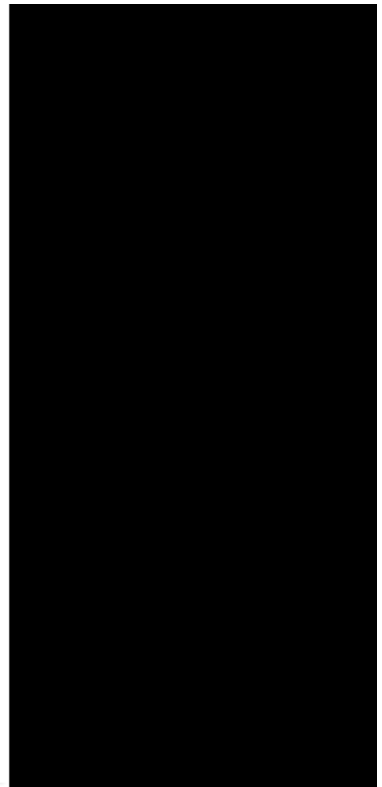
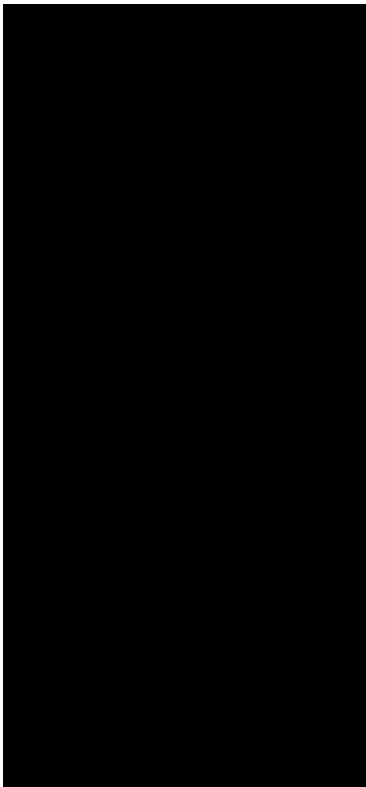
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Script - student 1

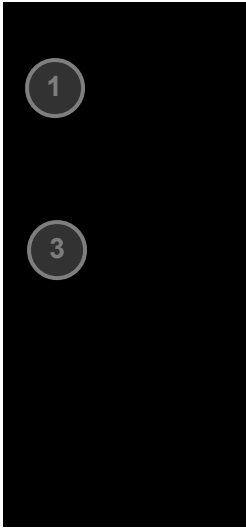


Annotations

- 1 Annotation 1**
Introduces the topic and purpose of the text
- 2 Annotation 2**
Organises information using Chinese characters
- 3 Annotation 3**
Organises weather forecast in sequence according to the day
- 4 Annotation 4**
Indicates tense and chooses modal verbs accordingly



Script - student 2



姓名: _____

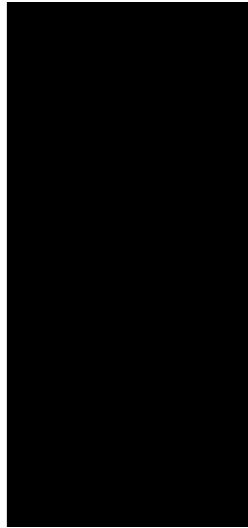
今天天气看起来很好。

今天很舒服,因为是大晴天。

天气气温最高是二十五度,最低是十六度。今天看起来不像春天,因为正在下雨。

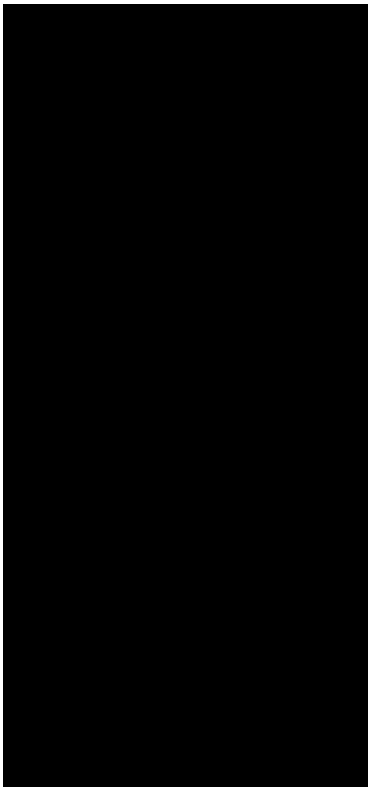
明天天气看起来不好,因为天气很多云。明天气温最高是十三度,最低是八度。明天天气预报下雨。星期五天气预报晴天。星期五看起来

第1页



Annotations

- 1 Annotation 1**
Applies correct word order (time-adverb-adjective)
- 2 Annotation 2**
States reason to support predictions
- 3 Annotation 3**
Organises information in text in logical sequence



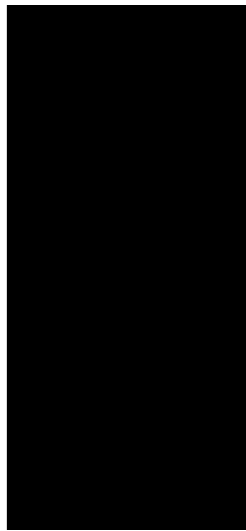
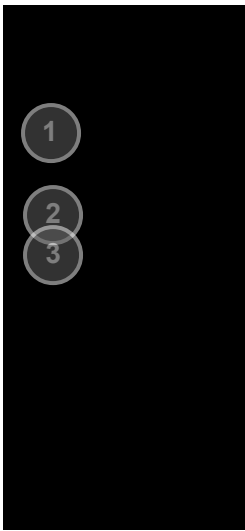
姓名: _____

很好,因为天气很暖,不是太热。天气气温最高是二十六度,最低是二十度。

第1页



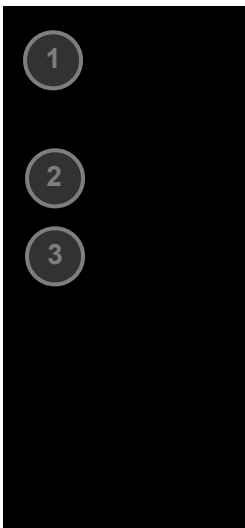
Script - student 3



Annotations

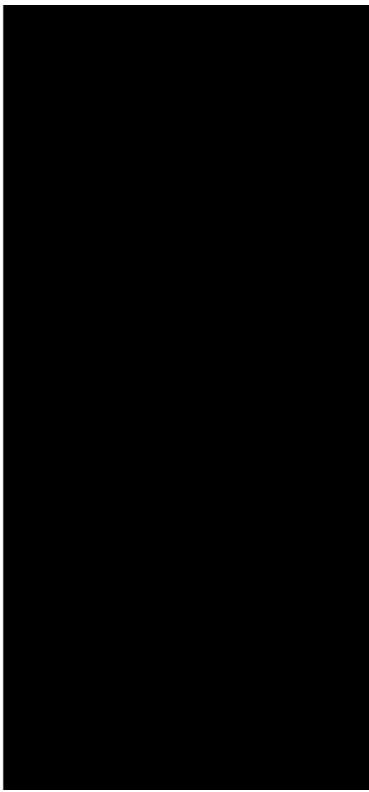
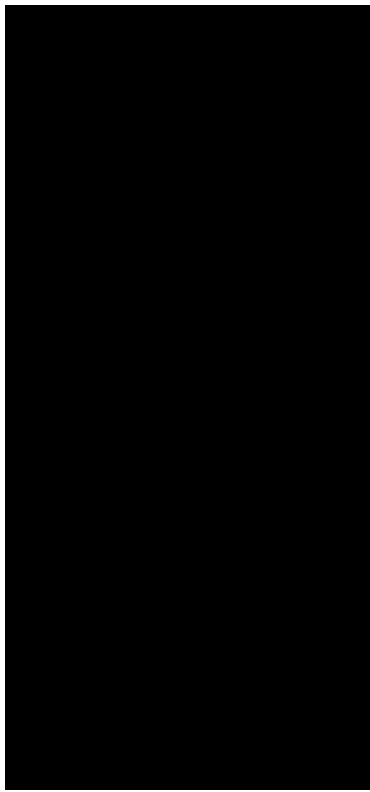
- 1 **Annotation 1**
Organises information logically
- 2 **Annotation 2**
Explains the information
- 3 **Annotation 3**
Gives information according to time and location
- 4 **Annotation 4**
Avoids repetition by using synonym. (周三 instead of 星期三)

Script - student 4



Annotations

- 1 **Annotation 1**
Writes in Chinese characters and Pinyin
- 2 **Annotation 2**
Makes suggestions
- 3 **Annotation 3**
Sequences information chronologically
- 4 **Annotation 4**
Applies set sentence pattern for not only...but also...



What do you like to watch?

Sample summary

Students were asked to discuss what TV programs they liked to watch. This was a formative task after completing a module of work.

Achievement standard

Subject

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Role play



Reflection on learning Chinese

Sample summary

Students were asked to respond in English to unscripted questions on learning Chinese.

Achievement standard

Subject

By the end of Year 10, students use spoken and written Chinese to initiate and sustain interactions in familiar and unfamiliar contexts. They exchange information, ideas and opinions and enquire into the experiences and opinions of others, using question words such as 为什么, 怎么, 怎么样 to elicit more information. They summarise and collate information from different sources and perspectives to compare how ideas and concepts are expressed and organised in Chinese texts and contexts. Students observe how texts are created for different purposes and audiences. They respond to narratives, identifying language features that do not translate easily between cultures, mediating these ideas and expressing insights in Chinese while adjusting language use for different audiences. They justify their opinions with reasons and specific examples (比如), using tone and rhythm emphatically. Students respond to and create a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences, and describe adjustments they have made in their language use for these different audiences. They use prepositions of time and place, and prepositions to show relationships with other people, for example, 给, 跟, 对. They make comparisons using 比, and describe people in terms of appearance, personality and behaviours, and places in terms of scenery. They use a range of cohesive devices (for example, 不但...而且; 除了...以外; 如果...就) with the support of models and cues. In writing, they organise their ideas according to themes or sequence events using specific time words, temporal markers such as 的时候, 以前 and connectives, for example, 先...然后. They also indicate changes in tense with tense markers such as 了, 过, and use verbs to express modality (for example, 可以, 要, 会, 应该) or intention, for example, 希望, 想, 打算.

Students discern differences in patterns of sound (for example, 'qing', 'qin') and tone in extended speech for different contexts and audiences. They apply knowledge of character components and morphemes to assist their understanding of new characters and words encountered. They analyse grammatical rules, use language appropriate to the form of communication, and compare textual features. Students recognise the key features of grammar and sentence structure that are distinctive to Chinese, such as measure words, and varied uses of verbs (是, 有 and attributive 的), and apply them in new contexts. They are aware of particular issues relating to translating between Chinese and English and recognise that certain concepts cannot be translated readily from Chinese to English and vice versa. They are aware that language use varies according to context, purpose and mode. Students explain how culture and language shape their own and others' communication practices, and reflect on how their own cultural experience impacts on interactions with Chinese speakers.

Reflection



At the doctor's

Sample summary

Students had worked on a unit on health where they learnt the vocabulary and expressions to use to explain symptoms and remedies for ailments.

Students were asked to create and then enact a role-play between a patient and doctor at the doctor's surgery. The patient was asked to describe the symptoms and discomforts and the doctor was asked to make a diagnosis and provide advice on how to treat the ailment.

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Role play



CH 9 10 WS7 AB A1 1




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