

KEY CONCEPT	COMPONENTS
<p>Discovery (We are in China)</p>	<p>CULTURE</p> <ul style="list-style-type: none"> • These years represent a transition to secondary school and students in this pathway are learning Chinese to strengthen their social, economic and international development capabilities. • Learning about their own passport, how to fill immigration forms at customs at airports, how to fill in hotel forms will support them to communicate meaningfully across linguistic and cultural systems. • Students need to know how culture and language shape and reflect experience. The experience of being in two worlds at once involves noticing questions and developing awareness of how language and culture shape identity.
	<p>CONNECTION</p> <ul style="list-style-type: none"> • Magill School is a very multicultural school and students are from many cultural backgrounds. They travel and experience the world with their own views. • Travelling is also an important part of people’s life, and identifies and applies features of Chinese grammar (Surname first and then last name on Chinese visa application form, etc.) and allows them to reflect on their traveling experiences. • Applying for a visa, filling in a hotel form or planning their activities according to different weather forecasts are all very practical for their own life which makes a strong connection between them and the community.
	<p>LANGUAGE</p> <ul style="list-style-type: none"> • Students read, listen to and view a variety of texts from a variety of sources in the target language to obtain, select, process, interpret and use information in diverse and interconnected ways. • Students initiate and sustain interactions with peers and teachers to plan and arrange activities in the context of the school or local community (sharing information about Royal Adelaide Show). • This means they must organize, present and use information drawn from their own experiences and prior knowledge in diverse oral, written and multimodal ways. • Students translate texts for different audiences varying the language to explain key points for these different audiences (entry form at the custom at the airport).
<p><u>ACHIEVEMENT STANDARD</u></p> <ul style="list-style-type: none"> • Students use spoken and written Chinese to sustain interactions in a range of social and personal contexts. • They summarize the main points of information about known content from a range of spoken and print sources (for example, 电视节目, podcast, 电话留言, 广告, 老师推荐的网站, 书籍, 图书馆目录, 游记), and convey the relevant information in a range of texts. • Students identify how information is structured in Chinese texts, and understand the importance of cultural and contextual cues to correct interpretation of meaning. 	

