

LANGUAGES

CHINESE FIRST LANGUAGE ELECTIVE SUBJECT – TWO SEMESTERS

Learning Focus

Students learn how to write objectively in simplified and traditional characters and substantiate their ideas and perspectives in appropriate ways. They learn to transcribe complex spoken texts and develop skills in listening to diverse speakers of Chinese who vary in rhythm and pitch. Students experiment with western genre conventions in their Chinese speech and writing and with ways of expressing and developing their 'Chinese voice' effectively for diverse audiences.

Students are immersed in Chinese. They present, debate and discuss issues, exploring their responses, positioning themselves in relation to events, and recognising and accepting others' diverse perspectives. They read extends texts in both simplified and traditional characters, comparing forms and identifying how key components are altered or transferred, and use this understanding to make informed predictions of meaning when they read new characters in the forms that are less familiar to them.

Victorian Curriculum Strands at Level 10:

The Chinese First Languages domain of Victorian Curriculum has the following major goals:

- literacy repertoires and the capacity to communicate; strengthens understanding of the nature of language, of culture, and of the processes of communication
- contributes to the strengthening of the community's social, economic and international development capabilities
- develops intercultural capability, including understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes and extends learners' understanding of themselves, their own heritage, values, beliefs, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Assessment:

- Oral tasks – personal options, evaluative and preservative presentations.
- Written tasks – weekly writing piece, preparation for VCE.
- Aural tasks – podcasts, practice aural tasks for VCE.
- Reading comprehension tasks – newspaper articles and news sites.
- Semester examination

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ITALIAN ELECTIVE SUBJECT – OFFERED AS INDEPENDENT COURSES IN EACH SEMESTER

NOTE: The Semester One and Semester Two subjects are independent courses, so students may choose to study Italian in Semester One, in Semester Two or in both semesters. However, in order to continue with VCE Italian, students must complete the Semester Two course.

Learning Focus

Semester One – Course A: Language and Culture

The course in this semester will focus on the interrelationship between language and culture and build students' capacity to communicate through everyday Italian situations. Authentic texts and day-to-day life in Italy will drive this course, with a focus on spoken and written communication. Students will learn about life today in Italy and have the opportunity to compose their own authentic texts in both spoken exchanges and written tasks. They will gain an appreciation for the connections between Italian language and culture, as well as better understand their own.

Semester Two – Course B: Pre-requisite course for VCE Italian

In this course, students compare and contrast aspects of Italian life. They interact to exchange information and opinions on topics in Italian. They conduct research and reorganise information to present in a range of spoken and written forms. Students will expand their grammar knowledge, learning the future, imperative, perfect and imperfect tenses within cultural contexts. Students will also extend their cultural awareness through topics such as Italian gestures, the environment, the contributions Italians have made in Melbourne, teenage lifestyle, housing, tourism, keeping fit, fashion and shopping, films and festivals, technology and the Italian school system.

Victorian Curriculum Strands:

Semester One – Course A:

- Communicating:

Students will be able to:

- Participate in spoken and written transactions, including obtaining and negotiating different services and problem-solving
- Select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions, and perspectives as appropriate to particular audiences
- Create imaginative texts to express experiences, ideas and emotions
- Create bilingual texts related to experiences in which aspects of Italian and Australian culture might differ
- Reflect on own identity in general and as a user and learner of Italian by sharing personal experiences, perspectives and values and considering their influence

- Understanding:

Students will learn about and develop an appreciation for:

- The features of Italian sound and written systems, including pronunciation, stress and intonation in increasingly complex structures and texts
- Lexical and grammatical choices made in a range of texts in different contexts to develop an understanding that language use varies in the contexts of situation and culture
- The dynamic nature of Italian (and languages in general) recognising the impact of technology, media and intercultural contact

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- Intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity

Assessment:

- Class quizzes
- Unit tests
- Oral tasks
- Written tasks
- Aural and Reading comprehension
- Semester Examination

Semester Two – Course B:

- Communicating:

Students will be able to:

- Initiate and sustain interaction to develop relationships with peers and adults, and to exchange and compare ideas, experiences, opinions, and feelings
- Participate in spoken and written transactions, including obtaining and negotiating different services and problem-solving
- Select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions, and perspectives as appropriate to particular audiences
- Convey information and compare diverse perspectives from multiple sources in Italian
- Respond to imaginative texts, stating views about themes, events, and values, and making connections with own experiences as appropriate
- Translate texts from Italian to English and vice versa
- Interact in Italian with the teacher, peers and others, and exchange reactions and responses to ideas, issues and experiences being discussed

- Understanding:

Students will learn about and develop an appreciation for:

- More complex features and patterns of the Italian grammatical system, including possessive, reflexive, demonstrative and relative pronouns; irregular and reflexive verbs; and comparatives and superlatives
- The features of a range of spoken, written and multimodal texts, recognising grammatical structures, cohesion and coherence
- Lexical and grammatical choices made in a range of texts in different contexts to develop an understanding that language use varies in the contexts of situation and culture
- Intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity
- Participate in spoken and written transactions, including obtaining and negotiating different services and problem-solving
- Select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions, and perspectives as appropriate to particular audiences
- Create imaginative texts to express experiences, ideas, and emotions
- Create bilingual texts related to experiences in which aspects of Italian and Australian culture might differ
- Reflect on own identity in general and as a user and learner of Italian by sharing personal experiences, perspectives and values and considering their influence

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- Understanding:

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Students will learn about and develop an appreciation for:

- The features of Italian sound and written systems, including pronunciation, stress and intonation in increasingly complex structures and texts
- Lexical and grammatical choices made in a range of texts in different contexts to develop an understanding that language use varies in the contexts of situation and culture
- The dynamic nature of Italian (and languages in general) recognising the impact of technology, media and intercultural contact
- Intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity

Assessment:

- Class quizzes
- Unit tests
- Oral tasks
- Written tasks
- Aural and Reading comprehension
- Semester Examination

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JAPANESE – YEAR 10 ELECTIVE SUBJECT – ONE SEMESTER

Manga and Anime: A look into the Japanese mindset

Semester 1 only

Learning Focus

In this course, students demonstrate a solid understanding of the defining characteristics of Japanese visual culture, and of how the traditions and cultural roots of the past continue to influence cultural behaviour and practice today. They develop the ability to work in cooperative groups on key issues in the field of Japanese cultural studies and to communicate findings to others. Students will examine how meanings are produced in image and text and how these visual representations construct identities and present such social issues as gender, youth culture, the individual, the family, and the community. Japanese language is recommended, but not a prerequisite.

Victorian Curriculum Strands:

- Communicating
- Understanding

Assessment:

- Oral tasks (English)
- Written tasks (English)
- Aural tasks (Japanese)
- Visual and reading tasks (Japanese)
- Semester examination

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JAPANESE – YEAR 10 ELECTIVE SUBJECT – ONE SEMESTER

Passport to Year 11 JAPANESE Semester 2 only

Learning Focus

In this course, students compare and contrast aspects of Japanese life. They interact to exchange information and opinions on topics in Japanese. They conduct research and reorganise information to present in a range of spoken and written forms. Students will use the Obento Supreme textbook and look at topics which include Japanese Homestay, Fashion and Part-time work. They will also learn how to complete extended writing tasks on genkoyoshi (traditional Japanese writing paper). This course is compulsory for those students who are planning or are thinking about continuing with their Japanese studies into Year 11.

Victorian Curriculum Strands:

- Communicating
- Understanding

Assessment:

- Oral tasks
- Written tasks
- Aural tasks
- Visual and reading tasks
- Semester Examination