



Stage 6

CCAFL Heritage Languages Syllabuses

in

**Chinese (Mandarin), Indonesian, Japanese and
Korean**

Support Document

2010

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1 Introduction

This document is designed to assist teachers with the implementation of the Stage 6 CCAFL Heritage languages syllabuses. The document contains:

- an outline of the key features and specific aspects of the syllabuses
- an outline of the structure of the syllabuses
- advice on programming, including sample scope and sequence statements to assist teachers in developing programs
- an annotated sample unit of work
- advice on assessment, including an annotated sample assessment proforma, which reflects the teaching and learning program and models best practice
- advice on the *Personal Investigation*
- advice on the main characteristics of different kinds of writing
- a sample unit of work and a sample assessment task for Chinese (Mandarin), Indonesian, Japanese and Korean.

1.1 The syllabuses

The Australian Government has placed a high priority on Australians ‘becoming Asia literate’ (*Melbourne Declaration of Educational Goals for Young Australians*, 2008). The development of a curriculum continuum for languages across the year levels and a specialist curriculum for students who display advanced abilities in Asian languages is seen as critically important in the creation of school environments that support and promote languages education as an essential element in increasing ‘Asia literacy’.

A national curriculum framework and Stage 6 syllabuses in Chinese (Mandarin), Japanese, Indonesian and Korean for Heritage speakers have been developed to realise the potential of Heritage language learners of these languages in Australian schools. The framework and syllabuses have been developed as part of the Collaborative Curriculum and Assessment Framework for Languages (CCAFL) Project and in keeping with a national set of curriculum statements at the senior secondary level.

The Heritage Chinese (Mandarin), Japanese, Indonesian and Korean Stage 6 syllabuses cater for students whose language background and/or experiences make them ineligible for the Continuers course of study in these languages. The syllabuses are designed to meet the advanced language learning needs of Heritage speakers/learners at senior secondary level. The aims, objectives, outcomes and content of the syllabuses reflect current research into best practice in the teaching and learning of languages, incorporating ways of achieving effective communication, and of developing linguistic and intercultural understanding and competence at an advanced level.

The syllabuses include a definition of the cohort for whom the course is written and address the particular needs of Heritage language speakers/learners as a discrete group of language learners (section 2.2 of the syllabus). The aim of the syllabuses is to explore and enhance the bilingual and bicultural background of Heritage language learners and promote these as a valued resource in the Australian context. As Stage 6 syllabuses, they provide the rigour and challenge to enable students to develop the

advanced mastery and sophistication of language that allows them to adapt, manipulate and apply language in a range of contexts.

1.2 Structure of the Preliminary and HSC courses

The syllabus outcomes are the same for the Preliminary and Higher School Certificate courses and integrate the macro skills of listening, reading, speaking and writing.

The Preliminary course (120 indicative hours) has as its organisational focus the study of *Issues*. Students' intercultural and linguistic skills, and their knowledge and understanding of each Heritage language will be developed through the study of a range of texts related to the prescribed *Issues*, drawn from one or more of three *Contexts* and viewed from one or more of three *Perspectives*.

The HSC course (120 indicative hours) continues to focus on the *Issues*, texts drawn from the *Contexts* studied through the *Perspectives*. Students will gain a broader and deeper understanding of the Heritage language and will extend and refine their communication skills in that language. Students explore in depth an area of interest related to one of the prescribed *Issues* through the *Personal Investigation*.

1.3 Features of the syllabuses

The syllabuses have the following features:

- a rationale for the study of the language at Heritage level
- a description of the learners for whom the syllabuses are designed which takes into account the developing bilingual and bicultural nature of the target group of learners
- aims, objectives and outcomes that recognise the relevance of an intercultural approach to the learning of languages
- objectives that focus on the communicative nature of language: *interactive*, *creative* and *interpretative*
- outcomes that also indicate the reflective and personal nature of the syllabus content as a means of addressing the concept of 'bilingual and bicultural'
- statements of *knowledge, understanding and skills* derived from the outcomes describing the substance of the learning to be achieved in the course and further clarifying the content, the depth of knowledge required and the relevant skills related to the outcomes
- a three-dimensional approach to the study the content using five *Issues* and a wide selection of texts and interactions drawn from a range of *Contexts* and viewed from different *Perspectives*
- the opportunity to develop further language skills through the *Personal Investigation* which allows students to research an area of personal interest, drawing on their language experience and aspirations
- statements clarifying the role of English and digital technologies, and the use of dictionaries, all of which enhance learning throughout the course.

2 Programming Heritage languages syllabuses

2.1 Syllabus requirements

Heritage languages courses consist of 120 indicative hours in the Preliminary course, followed by 120 indicative hours in the HSC course. The syllabus content is to be studied through a set of *Issues*, undertaken through a range of texts and interactions viewed from the *Perspectives* and drawn from the *Contexts*. Each *Issue* should be studied through one or more of the *Perspectives*, and related texts should be drawn from one or more of the *Contexts*. This will ensure that all the *Perspectives* and *Contexts* are covered in a balanced way throughout the course.

The syllabus content is expressed in the form of statements of *knowledge, understanding and skills* that are derived from the syllabus outcomes. These statements form the basis for planning programs of study and units of work that will enable students to maximise their learning and demonstrate achievement of the outcomes.

To meet the specific learning needs of students effectively, teaching, learning and assessment programs should:

- provide for the range of experiences and language backgrounds of the students
- build on and extend the prior knowledge, experience and/or study of the Heritage language
- integrate the content expressed in the *knowledge, understanding and skills* statements associated with the *Personal Investigation*.

2.2 Establishing a scope and sequence

The acquisition of a language is a cumulative process that can be represented as a spiral that increases in breadth and depth of knowledge, understanding and skills, as students progress through a stage of learning, experiencing a language across a range of learning environments.

A fundamental step in the design of an effective teaching, learning and assessment program is the establishment of a program overview captured in a scope and sequence. When designing a scope and sequence, teachers should decide on the order in which the *Issues* will be studied, the *Contexts* from which the texts will be drawn and which *Perspectives* will provide students with opportunities to develop, extend and refine their communication skills in the language and reflect on and respond to aspects of language and culture.

The examples of scope and sequence statements for Preliminary and HSC Heritage languages courses that follow, detail the possible placement, sequence and duration of suggested units of work. They illustrate how syllabus outcomes and content can be delivered through the *Issues, Perspectives* and *Contexts*.

2.2.1 Sample scope and sequence for the Preliminary course

Term	Issues	Focus areas*	Perspectives	Contexts	Outcomes
1	<p>Young people and their relationships</p> <p>(40 hours)</p>	<p><i>*Note that the focus areas chosen are suggestions only.</i></p> <ul style="list-style-type: none"> The role of family and friends Popular youth culture <p>Assessment task 1: Responding to texts 15%</p>	<p>Personal</p> <p>International</p>	<p>Social and Community settings</p> <p>Contemporary Literature and the Arts</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6</p>
2	<p>Traditions and values in a contemporary society</p> <p>(40 hours)</p>	<ul style="list-style-type: none"> The role of traditions and values Traditions and values, and contemporary society <p>Assessment task 2: Creating texts 10% Oral interacting 10%</p>	<p>Personal</p> <p>Community</p> <p>Community</p> <p>International</p>	<p>Social and Community settings</p> <p>Contemporary Literature and the Arts</p> <p>Media</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6</p>
3	<p>The changing nature of work</p> <p>(32 hours)</p> <p>Revision</p> <p>(8 hours)</p>	<ul style="list-style-type: none"> Technology in education and the workplace <p>Assessment task 3: Responding to texts 15% Oral interacting 10%</p> <p>Assessment task 4: Examination 40%</p>	<p>Personal</p> <p>Community</p>	<p>Social and Community settings</p> <p>Media</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6</p>

2.2.2 Sample scope and sequence for the HSC course

Term	Issues	Focus areas*	Perspectives	Contexts	Outcomes
4	<p>The changing nature of work (16 hours)</p> <p>The individual as a global citizen (12 hours)</p>	<ul style="list-style-type: none"> Changes in expectations and aspirations Personal responsibility and global issues <p>Assessment task 1: Oral interacting 10%</p>	<p>International</p> <p>Personal</p>	<p>Media</p> <p>Social and Community settings</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6</p>
1	<p>The individual as a global citizen (32 hours)</p>	<ul style="list-style-type: none"> Volunteering Globalisation and the environment <p>Assessment task 2: Creating texts 10%</p>	<p>Community</p> <p>Personal</p> <p>International</p>	<p>Social and Community settings</p> <p>Contemporary Literature and the Arts</p> <p>Media</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6</p>
2	<p>[Language] identity in the international context (36 hours)</p>	<ul style="list-style-type: none"> The Australian-[Language] identity Migration experiences <p>Assessment task 3: Responding to texts 20%</p>	<p>Personal</p> <p>Community</p>	<p>Social and Community settings</p> <p>Contemporary Literature and the Arts</p> <p>Media</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6</p>
3	<p>[Language] identity in the international context (12 hours)</p> <p>Revision (12 hours)</p>	<ul style="list-style-type: none"> The contribution of [Language]-speaking communities worldwide <p>Assessment task 4: Personal Investigation 20% (Written task 10% and oral presentation 10%)</p> <p>Assessment task 5 – Trial HSC examination 40%</p>	<p>International</p>	<p>Media</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6</p>

2.3 Programming units of work

Programming is the process of selecting and sequencing learning experiences that cater for the diversity of learning needs in a particular stage. The Heritage languages program should provide teaching/learning experiences, based on syllabus content, through which students demonstrate their understanding of the outcomes of the Heritage language syllabus.

The sample proforma for a unit of work (section 2.3.1) has been annotated to highlight the specific characteristics of each section. It demonstrates the direct links between the integrated teaching, learning and assessment activities and the *knowledge, understanding and skills* statements related to the outcomes.

In programming units of work, the following process was used:

1. Select the Issue, Perspectives and Contexts

Select the *Issue, Perspectives* and texts, drawn from the *Contexts*, through which the syllabus content is to be studied.

2. Focus on syllabus outcomes

The Heritage languages syllabuses promote an approach to programming that has outcomes as the focus. During the planning process, the outcomes that inform the organisation of content and learning experiences for each learning unit of work are identified. The outcomes are central to decisions about the required evidence of learning.

3. Select the relevant syllabus content

Once the outcomes have been determined, the *knowledge, understanding and skills* statements that will be the focus for the unit of work are selected and organised into a logical sequence according to the learning context.

4. Identify the evidence of learning

Identify the specific evidence of learning to be observed through the teaching, learning and assessment activities. This evidence will enable judgements to be made about student achievement in relation to the outcomes and the content.

5. Determine how the evidence of learning will be gathered

In order to collect the desired evidence of student learning, use a range of strategies that will:

- provide valid and reliable evidence of learning
- enable students to demonstrate the extent of their knowledge, understanding and skills
- provide a balance between informal and formal evidence gathering
- support the learning process and be manageable within the time allocated to the unit.

6. Plan the teaching, learning and assessment activities

Plan the most suitable teaching, learning and assessment activities for the selected content, ensuring that they will provide the desired evidence of learning determined in Step 3. Teachers are encouraged to include creative and stimulating experiences that

present the content in a meaningful context for students. Activities should be student-centred, promoting the development of knowledge, understanding and skills. *Assessment for learning* activities occur as a normal part of the teaching process. Assessment tasks should relate to the evidence of learning determined in Step 3 and be designed to ensure a valid and reliable measurement of student performance in relation to the targeted outcomes.

7. Plan feedback opportunities

Feedback provides students with the necessary information and direction to progress their learning, and occurs normally through good teaching practice, often in an informal manner. However, when planning units of work, teachers should consider how to maximise feedback in the context of the teaching, learning and assessment activities and how the feedback contributes to student learning.

8. Plan opportunities for reflection and evaluation

Evaluate the extent to which the planning of the unit has remained focused on the outcomes. After the unit has been implemented, provide an opportunity for both teacher and students to reflect on and evaluate the degree to which students have progressed as a result of their experiences and what should be done next to assist them in their learning.

2.3.1 Annotated sample unit of work proforma

Note: Those elements marked with an asterisk are suggestions only.

<p>Language: Heritage [Language]</p>	<p>Target group: Preliminary</p>	<p>Indicative time: 20 hours <i>Allocate sufficient time to cover the scope of the unit in appropriate depth with time allowed for feedback.</i></p>
<p>Outcomes <i>Select outcomes from the syllabus that are to be the focus of the unit of work.</i></p>		
<p>Issue: Young people and their relationships <i>Select an Issue from the syllabus (section 8.2.1)</i></p>	<p>Perspective(s): Personal* <i>Select a Perspective though which to engage with the Issue. Teachers may choose to incorporate other Perspectives as appropriate.</i></p>	<p>Context(s): Social and Community Settings* <i>Select a range of texts, including authentic texts, drawn from the Contexts relevant to the Issue. Texts may be drawn from one or more Contexts.</i></p>
<p>Unit description As the first topic in the Preliminary course this unit includes diagnostic tools to determine the learning needs of students who will have a wide range of prior learning experiences (See section 2.2 of the syllabus). Learning in this unit focuses on outcomes as they relate to aspects of language and culture linked to Young people and their relationships, and exploring the role of family and friends. <i>Note: As this is the introductory unit of work, teachers should take this opportunity to articulate the three-dimensional aspect of the course.</i></p>		
<p>Focus area:* The role of family and friends* <i>Decide on an area drawn from the Issue on which to focus the learning.</i></p> <p>Students will explore:</p> <ul style="list-style-type: none"> • the role of family and friends in [Language]-speaking communities and in the wider Australian community* • individual identity within the family and friendship groups* • a range of language structures and features that can be used to express ideas and information related to family and friends* • the nature of language and culture and identity* <p><i>Select the main concepts that learners will explore in the unit of work.</i></p>	<p>Language structures and features: <i>Select the language structures and features students need to explore the Issue and meet the learning goals of the unit of work. [Grammar section 8.5 (Indonesian and Korean) and section 8.6 (Chinese and Japanese).]</i></p> <p>Characters <i>For Chinese:</i> http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/heritage-chinese-character-list.pdf <i>For Japanese:</i> http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/heritage-japanese-character-list.pdf</p>	

<p>Knowledge, understanding and skills</p> <ul style="list-style-type: none"> • <i>Select statements of knowledge, understanding and skills from the syllabus (section 8.1) that students are working towards in this unit of work.</i> • <i>Integrate statements of knowledge, understanding and skills from the Personal Investigation (section 8.3 of the syllabus) that students will be developing.</i> 	<p>Integrated teaching, learning and assessment activities</p> <p><i>This section should include activities that, for example:</i></p> <ul style="list-style-type: none"> • <i>take into account students' existing knowledge</i> • <i>integrate the macro skills of listening, speaking, reading and writing</i> • <i>provide opportunities to reflect on language, culture and learning</i> • <i>provide a variety of meaningful experiences</i> • <i>focus on the purposeful use of language</i> • <i>show a developmental sequence of learning</i> • <i>incorporate the use of ICT</i> • <i>allow students to provide the required evidence of learning in relation to the outcomes.</i> 	<p>Evidence of learning and feedback</p> <p><i>Decide on the observable evidence resulting from the activities that will allow judgements to be made in relation to the outcomes.</i></p> <p><i>Identify the nature of feedback to be provided (either formal or informal) and how it will assist students to improve their learning outcomes.</i></p>
<p>Resources</p> <p><i>Select a range of materials, including authentic texts (either in their original or adapted form), appropriate to the Context(s) and focus area of the unit of work. See also Suggested Resources.</i></p>		
<p>Evaluation and variation</p> <p><i>Make a judgement about the effectiveness of aspects of the unit of work in achieving the objectives and outcomes. Note any areas for ongoing improvement. For example:</i></p> <p><i>Was the content appropriate for the outcomes?</i></p> <p><i>Were the resources adequate?</i></p> <p><i>Did the teaching and learning activities provide sufficient opportunities to explore the Issue and related focus area?</i></p> <p><i>Did students engage meaningfully with the Issue?</i></p> <p><i>Did the assessment activities allow students to demonstrate their knowledge, understanding and skills?</i></p> <p>Date completed:</p> <p>Signature:</p>		

3 Advice on assessment

3.1 Assessment in Stage 6

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Assessment for Learning provides a useful approach for the delivery of the CCAFL Heritage languages Preliminary and HSC courses. It provides opportunities in the context of everyday class activities for students to demonstrate their learning.

The approach is most effective when students:

- are involved in setting learning goals
- know and understand standards and expectations about what is to be expected and the standards of the work
- receive feedback that helps them understand the next steps in their learning and plan how to undertake the next steps.

The *HSC Assessment in a Standards-referenced Framework – A Guide To Best Practice* provides general advice on a standards-referenced approach to HSC assessment, outlines of the Board of Studies requirements for Stage 6 assessment and checklists for the development and evaluation of a school's HSC assessment policies and procedures. More specific information on rules and procedures for the Higher School Certificate can be found in the *Assessment Certification and Examination Manual*.

3.1.1 Designing effective learning and assessment

Designing effective learning experiences requires the selection of activities that explicitly develop students' knowledge, understanding and skills and allow evidence of learning to be gathered that relates to the targeted outcomes. Assessment should be an integral part of each unit of work and should support student learning. The *Stage 6 Heritage Languages Syllabuses* demonstrate standards by specifying the knowledge, understanding and skills students are expected to learn as a result of studying the course. Student achievement is assessed against these standards. Assessment activities should be designed to focus on outcomes and show a clear relationship to the syllabus content.

Teachers are responsible for developing effective assessment HSC programs that clearly reflect the course content and meet the mandatory component, weighting and task requirements detailed in the *Assessment and Reporting in CCAFL Heritage Languages Stage 6 Courses* document.

Internal assessment programs should provide a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone. A variety of tasks should be used to give students the opportunity to

demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

In designing an internal assessment program to assess student performance against standards teachers should consider whether the tasks:

- have explicitly stated purposes that address the outcomes
- are integral to the teaching and learning program
- show a clear relationship between the outcomes and content being assessed
- focus on what was taught in class and what students were informed would be assessed
- allow students to demonstrate the extent of their knowledge, understanding and skills relative to the outcomes being assessed
- provide valid and reliable evidence of student learning
- provide opportunities to gather information about what further teaching and learning is required for students to succeed.

3.2 Designing quality assessment tasks

The following checklist can assist teachers to ensure that the tasks they design promote student learning and produce accurate measures of student achievement.

Assessment tasks should:

- focus on outcomes
- give students the opportunity to demonstrate what they know and can do, and assist their learning
- be valid and reliable, measuring what the task purports to assess, and providing accurate information on each student's achievement
- allow for discrimination between performances of individual students.

The effective marking of assessment tasks requires:

- marking guidelines or criteria that provide clear descriptions of the quality of response required to receive each mark. Where appropriate these could include wording from syllabus outcomes and performance descriptions.
- a mark range that allows for discrimination between the performances of individual students
- a shared understanding of the demands of the tasks among the teachers responsible for the marking
- consistent application of marking guidelines.

Feedback and reporting on assessment tasks should be:

- provided in a timely manner
- meaningful, constructive and designed to assist students to improve their performance
- linked to the specific outcomes and marking criteria addressed by the task.

Student performance in the HSC course report includes a performance scale with levels (bands) of achievement and descriptions that summarise the attainments typically demonstrated in a particular band. Using the wording of these performance band descriptions in relation to individual assessment tasks can be a useful way to provide feedback to students. However, teachers need to take care that students do not conclude that this is the band they will finally achieve in the HSC.

The sample proforma for an assessment task in section 3.2.1 has been designed and annotated to reflect the guidelines described in the Board's *HSC Assessment in a Standards-referenced Framework: A Guide to Best Practice*, published in November 2003, and *The New Higher School Certificate Assessment Support Document* which assists teachers to incorporate key features of standards-referenced assessment into their assessment planning. Teachers are strongly advised to consult these documents in designing their assessment programs and individual assessment tasks.

3.2.1 Annotated sample assessment task planning proforma

Language:	Target group: <i>Preliminary or HSC</i>
Mark: Weighting:	Time required:
Syllabus Issue: <i>select from section 8.2.1 of the syllabus</i>	
Component(s): <i>Consider designing the task to assess more than one component.</i>	
Outcomes to be assessed <i>Identify the syllabus outcomes that are to be assessed.</i> <i>Note: Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone. (A variety of tasks should be used to provide students with the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of assessment.)</i>	
Task description <i>Describe the task, linking it directly to the targeted outcomes.</i> <ul style="list-style-type: none"> • <i>Is the task linked to the teaching and learning program? Assessment tasks should be planned when the unit of work is being developed.</i> • <i>Does the task assess the targeted outcomes?</i> • <i>Does the task reflect the weightings and components specified in Assessment and Reporting in CCAFL Heritage Languages Stage 6 courses. Note that these are mandatory for the HSC course only.</i> • <i>If the task comprises more than one component, is it clear how these components will be assessed?</i> • <i>Will the task allow students to demonstrate their knowledge, understanding and skills?</i> • <i>Will the task allow individual students to demonstrate their level of achievement?</i> • <i>Does the task provide clear instructions to students?</i> • <i>Does the task reflect good assessment practice?</i> 	
Marking criteria <i>(Usually given with the task.)</i> <i>Identify the criteria to be used when awarding marks. Criteria should be developed at the time the task is designed.</i> <ul style="list-style-type: none"> • <i>Are the criteria related to syllabus outcomes?</i> • <i>Do the criteria clearly indicate the basis for assessment?</i> • <i>Do the marking guidelines relate to the criteria?</i> • <i>Does the related marking scheme (if developed) provide appropriate elaboration of the marking guidelines?</i> • <i>Do the marking guidelines provide sufficient scope to allow differentiation among students?</i> 	
Feedback <i>Outline how feedback will be provided to students.</i> <ul style="list-style-type: none"> • <i>Does the feedback focus on the students' strengths and weaknesses as well as their marks?</i> • <i>Is wording from outcomes and the band descriptions used where appropriate?</i> • <i>Does the feedback provide students with advice on how to improve their performance?</i> • <i>Will there be an opportunity for students to discuss the task and their performance?</i> 	

3.3 Sample internal assessment schedules

The following samples illustrate one way in which an assessment program can be constructed to meet the Board's parameters that three to five tasks are sufficient for a two-unit course and two to three tasks are sufficient for a one-unit course. It shows that a variety of tasks can be used and that, overall, the weighting requirements for each of the assessment components are met.

There are many ways in which similar Preliminary and HSC assessment grids could be constructed that may involve different types of tasks, timing of tasks and weightings given to each task.

Schools may use these assessment grids without modification, or change them to suit their particular needs, being mindful that the weightings for each of the assessment components in the HSC course are mandatory.

3.3.1 Sample assessment grid for the Preliminary course

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1	Term 2	Term 3	Term 3 Examination	
Responding to texts Objectives 2 and 3 Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	15		15	20	50
Creating texts Objective 2 Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5		10		10	20
Oral interacting Objectives 1 and 3 Outcomes: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6		10	10	10	30
Marks	15	20	25	40	100

3.3.2 Sample assessment grid for the HSC course

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Term 4 Year 11	Term 1 Year 12	Term 2 Year 12	Term 3 Year 12	Trial HSC Term 3 Year 12	
Responding to texts Objectives 2 and 3 Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6			20		20	40
Creating texts Objective 2 Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5		10		10 Personal Investigation	10	30
Oral interacting Objectives 1 and 3 Outcomes: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	10			10 Personal Investigation	10	30
Marks	10	10	20	20	40	100

4 Personal Investigation

The requirements of this aspect of the Heritage languages course are elaborated in section 8.3 of the syllabus. Teaching, learning and assessment programs for Heritage languages Preliminary and HSC courses should integrate the *knowledge, understanding and skills* statements associated with the *Personal Investigation*. The key skills relate to:

- effective research
- evaluation
- organisation
- presentation
- reflection.

Through the *Personal Investigation* students reflect on their learning and on their personal and cultural identity.

As part of the HSC course requirements, students may not begin research into their chosen area of interest until the commencement of the HSC course. However, a range of student learning and assessment activities that relate to the skills associated with the *Personal Investigation* could be incorporated in both the Preliminary and HSC courses. The HSC examination of the *Personal Investigation* takes the form of an interview, and tasks relating to the *Personal Investigation* should encompass a range of outcomes and feature spoken and written interactions as well as analysis of spoken and written texts.

4.1 Developing research skills

Students will develop research and investigative skills by working individually, in pairs, in groups or as a whole class, either on a project or a part-project. Strategies to develop these skills may include:

- planning and conducting investigations
- evaluating written, spoken, audio-visual and ‘live’ sources
- locating, selecting and organising relevant information from a variety of sources
- summarising and synthesising information from a range of sources to develop and support an argument
- using a variety of sources to develop a viewpoint about issues
- participating in discussions, identifying problems and issues relevant to the topic
- analysing sources for their usefulness, relevance and reliability
- identifying different perspectives and interpretations evident in sources
- formulating questions and reflections relevant to the investigation
- presenting and communicating the findings of an investigation using appropriate and well-structured oral and/or written and/or multimedia forms, including ICT.

The following proforma may be useful for students in planning their final *Personal Investigation* or other research projects they may undertake throughout the course in developing the knowledge, understanding and skills related to the *Personal Investigation*.

Personal Investigation	Student notes
1 Choosing my area of interest	
<ul style="list-style-type: none"> • What am I interested in? • To which <i>Issue</i> does my area of interest relate? • On which <i>Perspective(s)</i> will I focus? • Have I checked the requirements as outlined in the syllabus? • What do I already know about my area of interest? • Are there specific events, situations, people, places, etc, associated with my area of interest? • What can I start reading that is on and/or related to my area of interest? • Have I submitted my area of interest for checking by the teacher? 	
2 Locating my information	
<ul style="list-style-type: none"> • Where do I start? • What sources could I use? • What types of texts am I looking for? • Who can I ask for help to find information? • What problems might I face trying to locate my information? • From which <i>Context(s)</i> can I draw my texts? • Have I used a variety of texts? • Have I checked the requirements as outlined in the syllabus? 	
3 Refining my area of interest	
<ul style="list-style-type: none"> • What is my focus? • Do I want to change my focus? • Is my area of interest relevant to me personally? • Is my area of interest too broad or too narrow? • Do I need to change my area of interest? 	
4 Selecting and organising my information	
<ul style="list-style-type: none"> • Can I make a list of useful sources of information? • Can I identify the most useful/reliable sources? • Do I have a diverse and balanced range of texts to choose from? • Are the texts easily accessible? • Have I chosen texts relevant to me? • Do these texts represent a range of perspectives, facts and opinions? • What else do I need to select at this point? • Am I recording details for my bibliography as I go? • Am I keeping a reflective journal? 	

5 Analysing and synthesising my information	
<ul style="list-style-type: none"> • Do my texts support my area of interest? • Are the texts appropriate and relevant to my investigation? • What criteria am I going to use to evaluate their effectiveness in building my understanding of my area of interest? • Have I gathered sufficient information to allow for a balanced reflection on the outcomes of my investigation? 	
6 Planning my response/presenting my research	
<ul style="list-style-type: none"> • How will I record my research? • Does my response meet the requirements of the marking criteria? Does the form of presentation meet the assessment criteria? • What problems might I face trying to present my research? What form of presentation will be appropriate for my audience? • Have I developed a logical and well-structured response to my research? • Have I kept a record of new vocabulary and language structures encountered during my investigation? 	
7 Self-evaluation	
<ul style="list-style-type: none"> • Did I achieve my purpose? • Did my presentation satisfy the criteria? • What did I learn about my area of interest and about myself in conducting my investigation? • What were the strengths? • What aspects of the research/presentation do I need to improve? • Have I done a final edit of my work? • What did I learn from this process? 	

The information, attitudes, ideas, and language brought to the classroom by student research and shared through class discussions, debates, formal presentations and sharing of resources is a vital and dynamic means of broadening all students' knowledge, understanding and skills in relation to the content of the course.

4.2 Sample Personal Investigation proposal

Student name:

To be completed and signed by the student and teacher. Both student and teacher should retain a copy.

	Student proposal	Teacher comments
Syllabus Issue		
Area of interest related to the syllabus Issue		
Syllabus Perspective(s) through which to focus Personal Investigation		
Context(s) from which to draw texts		
Outline of texts to be accessed to research area of interest (A range of different texts must be chosen.)		
Statement of how the texts chosen allow demonstration of sufficient depth in the investigation of the area of interest		

Student signature: **Date:** / /

Teacher signature:..... **Date:** / /

5 Main characteristics of different kinds of writing¹

The following descriptions outline the main characteristics of three different kinds of writing. They are intended as a guide only and students would not be expected to include all aspects in their writing.

5.1 Informative writing

- Aims to convey information from the writer to the reader as clearly, comprehensively and as accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of ‘friendly helper’ with the reader.
- Normally has no particular point of view to convey. (If a point of view is involved, the writing becomes either persuasive or evaluative.)
- Generally uses facts, examples, explanations, analogies, and sometimes statistical information, quotations, and references as evidence.
- Uses clear and unambiguous language, and structures and sequences information logically
- Generally includes few adjectives, adverbs and images, except as examples or analogies in explanation.

Purpose: The author is conveying objective information.

5.2 Persuasive writing

- Aims to convert the reader to a particular point of view or attitude in order to convince them to act or respond in a certain way.
- Manipulates the reader’s emotions and opinions in order to achieve a particular purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- The language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice, etc), so a range of vocabulary and dictionary techniques are important.
- Aims in certain circumstances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle techniques and confidential, intimate register.
- Sometimes uses exaggeration, extravagant language, superlatives, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes uses direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

¹ Adapted from Study Design, LOTE, Victorian Curriculum and Assessment Authority

Purpose: The author is taking a stance and trying to persuade the reader.

5.3 Evaluative writing

- Aims to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct.
- Aims to reach a conclusion acceptable to an unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively, using evidence to support the contrasting sides or alternatives.
- Uses objective style, appeals to reason, rather than emotion to create an impression of balance and impartiality.
- Often includes expressions of cause, consequence, opposition and concession.

Purpose: The author is giving a balanced view of both sides of a case.

5.4 Reflective writing

- Uses a personal voice.
- Often includes emotive language.
- Involves personal responses to experiences, events, opinions and situations.
- Often uses personal pronouns like 'I', 'my' or 'we'.
- Allows the writer to examine their own beliefs, values and attitudes.
- May use language that is modified, eg might, perhaps, could, may.
- Conveys a personal response to the reader.

Purpose: The author is exploring experiences, opinions or events for deeper understanding and trying to convey something personal to the reader.

6 Sample units of work and sample assessment tasks

The sample units of work and sample assessment tasks for Chinese (Mandarin), Indonesian, Japanese and Korean were prepared with the support of the NSW Department of Education and Training and the Association of Independent Schools NSW. They were developed using the processes outlined in section 2.3 of this document and should be viewed in the context of the Sample Scope and Sequence {insert link} in its entirety.

The units of work clearly list the relevant outcomes, assessment and the content and timing for each unit. The content and teaching strategies link to the knowledge, understanding and skills students will learn throughout the unit of work. The resources listed in the sample units of work are by no means exhaustive, but do provide suggestions for useful books, films, TV programs, magazines, articles and internet sites.

The assessment tasks provided on the following pages has been developed from the sample proforma in section 3.2.1. They have been designed using the steps outlined in the assessment support document. The tasks provide:

- a clear indication of outcomes to be assessed
- clear instructions to students
- explicit advice to the students about the criteria to be used for assessing their performance.

6.1 Heritage Chinese (Mandarin) sample HSC unit of work

Note: Those elements marked with an asterisk* are suggestions only.

Language: Heritage Chinese (Mandarin)	Target group: HSC	Indicative time: 20 hours
Issue: <i>Chinese identity in the international context</i>	Perspective(s): Personal; Community	Context(s): Social and Community Settings; Contemporary Literature and the Arts; Media
<p>Outcomes</p> <p>1.1 uses strategies to maintain communication</p> <p>1.2 exchanges information and justifies opinions and ideas</p> <p>1.3 expresses personal opinions, emotions and feelings</p> <p>1.4 presents information and ideas appropriate to context, purpose and audience</p> <p>1.5 recognises and uses language appropriate to different cultural contexts</p> <p>1.6 develops bilingual and bicultural identity through interacting with others</p> <p>2.1 sequences and structures information and ideas</p> <p>2.2 uses appropriate linguistic features and structures to convey information, ideas, emotions and opinions</p> <p>2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences</p> <p>2.4 applies knowledge of cultural concepts and perspectives to the creation of texts</p> <p>2.5 expresses ideas and opinions from a bilingual and bicultural perspective</p> <p>3.1 summarises information and ideas from texts</p> <p>3.2 synthesises information and ideas from texts</p> <p>3.3 infers points of view, opinions and attitudes expressed in texts</p> <p>3.4 responds to texts personally and critically</p> <p>3.5 analyses the way in which culture and identity are expressed through language</p> <p>3.6 reflects on own and others' values, beliefs, practices and ideas expressed in texts.</p>		
<p>Unit description</p> <p>Learning in this unit will provide opportunities to explore the Issue of <i>Chinese identity in the international context</i> from the Personal and Community Perspectives, focusing on 'Migration experiences'*. Student activities relate to the <i>knowledge, understanding and skills</i> statements. Students will respond to spoken, written and visual texts drawn from the contexts of Social and Community Settings, Contemporary Literature and the Arts and Media. <i>Knowledge, understanding and skills</i> statements (marked with **) relating to the students' <i>Personal Investigation</i> are integrated into and reflected in the teaching and learning activities.</p> <p>The HSC course assessment task in bold on page 32 is described at the end of this unit (section 6.1.1).</p>		

<p>Focus area*: Migration experiences</p> <p>Students explore:</p> <ul style="list-style-type: none"> • aspects of Chinese migration world-wide and in Australia in particular • the role of Australian–Chinese people in the Australian community • their place in the community as Australians of Chinese origin • language structures and features that can be used to express ideas and information in Chinese related to the issue of migration and identity • the nature of language, culture and identity in the context of migration. 	
<p>Language structures and features</p> <p><i>Language structures</i></p> <p>Complex sentence structures:</p> <p>不但……, 而且……;</p> <p>不是……, 而是……;</p> <p>尽管……, 但是……;</p> <p>……, 反而……;</p> <p>……, 却……;</p> <p>……, 因此……;</p> <p>既然……, 就……;</p> <p>无论……, 都(也)……;</p> <p>除非……, 才……;</p> <p>假使……, 就……;</p> <p>宁可……, 也……;</p> <p>与其……, 不如…… etc.</p> <p><i>Features</i></p> <p>Rhetorical questions (反问句), eg 何乐而不为呢? 难道能无动于衷吗?</p> <p>Imperative sentences (祈使句), eg 好好休息, 别到处乱跑!</p> <p>Exclamatory sentences (感叹句), eg 这地方真大!</p> <p>Sayings and idiomatic expressions (古语、成语), eg 望子成龙</p>	<p>Characters</p> <p><i>Word list to accompany characters</i></p> <p>澳大利亚, 帮助, 传统, 财富, 身份, 地位, 社会, 方式, 反映, 负责, 公民, 贡献, 期望, 前程, 接受, 选择, 追求, 压力, 影响, 支持, 教育, 认同, 如何, 态度, 未来, 希望, 职业, 重要, 海外华人, 个人</p> <p><i>Additional vocabulary (not in character list)</i></p> <p>勤劳, 诚实, 信用, 义气, 吃苦耐劳, 自我, 独立</p>

Knowledge, understanding and skills	Integrated teaching, learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> • summarise and synthesise information from a variety of sources and forms, such as oral, print, visual and multimodal texts** • use vocabulary and expressions accurately and appropriately • manipulate Chinese to communicate effectively in a range of contexts, such as ... discussions ... • apply knowledge of <i>Hanzi</i> consistently and accurately when creating texts • apply knowledge of tones to convey meaning • use appropriate speech patterns with authentic intonation • organise information and ideas in a presentation for a particular context, purpose and audience** • manipulate Chinese to communicate effectively in a range of contexts, such as ... presentations ... • apply knowledge of intonation and register when interacting with reference to context, purpose and audience • understand the nature of culture and identity in interpersonal interactions 	<p>1. Migration</p> <ul style="list-style-type: none"> • Students choose different countries to research the nature and contribution of Chinese migrants, eg Canada, USA, Indonesia, Thailand, Malaysia. • Students work in groups to research, brainstorm and identify, using Chinese, reasons for Chinese migration world wide, from the earliest times until today. • Representatives from each of the groups present the reasons to the class. These are reworded. More are included after discussion with the teacher and the rest of the class as necessary. • As a class group, students categorise the different reasons, for example, socioeconomic, political, educational, etc. • Students complete a table and reasons that have been identified and their categorisations, for future reference. • Students individually prepare an oral presentation to be delivered to a group of visiting Chinese exchange students explaining the significance of Chinese migration throughout the world. 	<ul style="list-style-type: none"> • Teacher observation and oral feedback to students on their ability to summarise and synthesise information from their research • Teacher observation and oral feedback during student discussion of reasons for migration • Teacher observation and oral feedback on their ability to communicate effectively in Chinese during discussions • Teacher monitoring and oral feedback of students' ability to use correct <i>Hanzi</i> when compiling and categorising the list of reasons for migration • Written feedback to students on their ability to: <ul style="list-style-type: none"> – use appropriate register for a particular audience – demonstrate control of a range of vocabulary and grammatical structures – use appropriate speech patterns with authentic intonation

Knowledge, understanding and skills	Integrated teaching, learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> • understand a range of complex representations of ideas, information and opinions in texts through listening, reading and viewing • compare and contrast aspects of texts on a similar topic and integrate ideas and information to make a response • use dictionaries to determine meaning of unknown <i>Hanzi</i> • apply a range of vocabulary and grammatical structures across a variety of contexts to develop ideas and share information and opinions • use vocabulary accurately and appropriately • manipulate Chinese to communicate effectively in a range of contexts, such as ... discussions ... • understand a range of complex representations of ideas, information and opinions in texts through listening, reading and viewing 	<ul style="list-style-type: none"> • Using the internet, students research the types of migration identified earlier, and draw up a timeline of Chinese migration to Australia, indicating the nature of the different phases of migration from the gold rush and earlier. • Students discuss, in Chinese, how the timelines are aligned with their previous international findings. • Students discuss their own families' migration experiences/histories, including similarities and differences with previous findings. • Students listen to an interview from SBS radio where a Chinese–Australian speaks about his/her migration experience and summarise the main points identified in the interview. 	<ul style="list-style-type: none"> • Teacher observation and oral feedback on students' ability to demonstrate understanding of texts by summarising the main ideas and information in texts • Teacher observation and oral feedback on their ability to communicate effectively in Chinese during discussions • Teacher observation and oral feedback to students on their ability to demonstrate understanding of the interview
<ul style="list-style-type: none"> • apply knowledge of radicals and use contextual clues to determine meaning in written texts • use textual cues and understanding of text structure to interpret meaning 	<p>2. Significant migrants with Chinese background</p> <ul style="list-style-type: none"> • Students read/listen to/view a range of texts about well-known people whose background is Chinese (musicians, entrepreneurs, writers, actors, historical figures). For example, magazine articles, interviews, websites, film extracts (see list of resources attached for suggestions, eg Amy Tan's biography, excerpts from <i>Mao's Last Dancer</i>, etc) 	<ul style="list-style-type: none"> • Teacher observation and oral feedback to students on their ability to demonstrate understanding of the texts

Knowledge, understanding and skills	Integrated teaching, learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> • compare and contrast aspects of texts on a similar topic and integrate ideas and information to make a response • manipulate Chinese to communicate effectively in a range of contexts, such as ... discussions ... • use their personal understanding and experiences to examine topics of personal interest** • express personal opinions, give reasons for actions or emotions, and justify and elaborate a point of view • make connections between their own values, beliefs, ideas and experiences and those of others** • reflect on ways in which texts inform their own understanding of, or perspectives on, issues** • understand a range of complex representations of ideas, information and opinions in texts through listening, reading and viewing • compare and contrast diverse cultural perspectives as they are expressed in texts 	<ul style="list-style-type: none"> • For each resource, students identify the person and summarise the main points revealed about the person in the text. • Students compile a list of well-known Australian–Chinese people, both historical and contemporary, including the reason that they are well known. • Students choose an Australian–Chinese individual who interests them and research their background using the internet or other sources. • Students present orally in Chinese to the class, five points that are of particular interest about the person they have researched. They include a reflection on why they chose the person and what contribution that person has made to Australian society. • Students watch the DVD <i>Teresa’s Diary</i>, Episode 8 ‘Banana Person’ and listen to the song, <i>Zhongguo hua</i>, then discuss the issues raised. 	<ul style="list-style-type: none"> • Teacher observation and feedback to students on their ability to summarise the main points of the text • Teacher observation and oral feedback on their ability to communicate effectively in Chinese during discussions • Teacher observation and feedback to students on their ability to locate and access relevant material • Written feedback to students on their ability to: <ul style="list-style-type: none"> – reflect on ideas, experiences and texts – present and support a point of view – communicate in spoken Chinese – demonstrate control of a range of language structures and vocabulary in Chinese • Teacher observation and oral feedback to students on their ability to demonstrate understanding of a range of texts by responding to the issues raised in the texts

Knowledge, understanding and skills	Integrated teaching, learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> • manipulate Chinese to communicate effectively in a range of contexts, such as ... discussions ... • adapt linguistic features to persuade, convince or discuss when responding to texts • compare and contrast aspects of texts on a similar topic and integrate ideas and information to make a response • express a point of view when responding to texts • reflect on and discuss diverse ideas, viewpoints and practices to deepen understanding of self and others 	<ul style="list-style-type: none"> • Students work in groups to design and produce a 10-minute radio program in which they incorporate discussions, role plays, phone-in items, etc, reflecting the different issues raised in the DVD episode and the song. 	<ul style="list-style-type: none"> • Written feedback to students on their ability to: <ul style="list-style-type: none"> – synthesise information and ideas from texts – infer points of view, opinions and attitudes – respond to texts personally and critically – reflect on the way in which culture and identity are expressed in texts – demonstrate control of a range of language structures and vocabulary in Chinese
<ul style="list-style-type: none"> • manipulate Chinese to communicate effectively in a range of contexts, such as ... discussions ... • apply a range of vocabulary and grammatical knowledge across a variety of contexts to develop ideas and share information and opinions • vary the structure and format of texts appropriate to context, purpose and audience 	<p>3. The Australian–Chinese experience</p> <ul style="list-style-type: none"> • In pairs, students discuss how Chinese migrant populations maintain their culture in an international context, eg through significant events, such as Chinese New Year. • Students design a poster to encourage Chinese community members to more actively participate in a significant Chinese event, other than Chinese New Year. 	<ul style="list-style-type: none"> • Teacher observation and oral feedback on their ability to communicate effectively in Chinese during discussions • Written feedback to students on their ability to: <ul style="list-style-type: none"> – create texts in a variety of forms appropriate to a range of contexts, purposes and audiences

Knowledge, understanding and skills	Integrated teaching, learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> • apply word-processing skills, such as input methods for Chinese, to create texts • use culturally appropriate language when creating and presenting texts 		<ul style="list-style-type: none"> – demonstrate the relevance of information and ideas – demonstrate control of a range of language structures and vocabulary in Chinese
<ul style="list-style-type: none"> • compare and contrast aspects of texts on a similar topic and integrate ideas and information to make a response • express a point of view when responding to texts • manipulate Chinese to communicate effectively in a range of contexts, such as ... formal letters ... • vary the structure and format of texts appropriate to context, purpose and audience • reflect on and discuss diverse ideas, viewpoints and practices to deepen understanding of self and others 	<p>HSC assessment task 3: Responding to texts 20% (section 6.1.1)</p> <p>Students:</p> <ol style="list-style-type: none"> 1. Read an extract from the diary of a Chinese migrant and view the extract from the movie, each depicting different views of the migrant experience. 2. Write a letter in Chinese to the editor of a Chinese community newspaper in which they explore issues of culture and identity. The letter should be approximately 200 characters in Chinese. 	<ul style="list-style-type: none"> • Written feedback to students on their ability to: <ul style="list-style-type: none"> – synthesise information and ideas from texts – create text appropriate to context, purpose and audience – respond to texts personally and critically – reflect on the way in which culture and identity are expressed in texts – demonstrate control of a range of language structures and vocabulary in Chinese
<p>Resources</p> <ol style="list-style-type: none"> 1. <i>Teresa's Diary – Australia Chinese New Migrants</i>, episode 8, 'Banana Person' 2006, Asipac Filming, Victoria, Australia. 陈静, 陈静日记 – 澳洲新移民的故事, 第八集, '香蕉人' 2. '中国话' (<i>Zhongguo hua</i>) S.H.E., 2007 (Song). 3. <i>Mao's Last Dancer</i> 2009, Great Scott Productions, distributed by DVD Roadshow Home Entertainment, directed by Bruce Beresford (based on novel by Li Cunxin). 4. Biography of Chinese American novelist Amy Tan from http://readchinese.nflc.org/?lang_id=1003&lev_id=3&page=1 www.langnet.org/learn_obj/lo_launch.html?loid=14806 		

5. WANG, Hailong (ed) 2002, *Chinese Cultural Reader Course 2: Getting into Chinese Thought – An Advanced Reader*, Beijing University Press, Beijing, China.

《解读中国：中国文化阅读教程II》，王海龙(编著)，北京大学出版社

Evaluation and variation

Date completed:

Signature:

6.1.1 Heritage Chinese sample HSC assessment task

Language: Heritage Chinese	Target group: HSC
Mark: Responding to texts – 20 Weighting: Responding to texts 20%	Time required: 45 minutes
Syllabus Issue: Chinese identity in the international context	
Component: Responding to texts	
<p>Outcomes to be assessed</p> <p>A student:</p> <p>2.1 sequences and structures information and ideas</p> <p>2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences</p> <p>2.5 expresses ideas and opinions from a bilingual and bicultural perspective</p> <p>3.2 synthesises information and ideas from texts</p> <p>3.4 responds to texts personally and critically</p> <p>3.6 reflects on own and others’ values, beliefs, practices and ideas expressed in texts</p>	
<p>Task description</p> <ol style="list-style-type: none"> 1. Read an extract from the diary of a Chinese migrant and view the extract from the movie, each depicting different views of the migrant experience. 2. Write a letter to the editor of a Chinese community newspaper in which you explore issues of culture and identity. The letter should be approximately 200 characters in Chinese. 	
<p>Marking criteria</p> <p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • synthesise information and ideas from texts • create text appropriate to context, purpose and audience • respond to texts personally and critically • reflect on the way in which culture and identity are expressed in texts • demonstrate control of a range of language structures and vocabulary in Chinese 	
<p>Feedback</p> <ul style="list-style-type: none"> • Students will receive written feedback in relation to the marking criteria listed above. • Opportunities will be provided for students to discuss their performance and areas for improvement. 	

6.2 Heritage Indonesian sample HSC unit of work

Note: Those elements marked with an asterisk are suggestions only.*

Language: Heritage Indonesian	Target group: HSC	Indicative time: 12 hours
Issue: The individual as a global citizen	Perspective(s): Personal; International	Context(s): Media; Contemporary Literature and the Arts
<p>Outcomes</p> <p>1.1 uses strategies to maintain communication</p> <p>1.2 exchanges information and justifies opinions and ideas</p> <p>1.3 expresses personal opinions, emotions and feelings</p> <p>1.4 presents information and ideas appropriate to context, purpose and audience</p> <p>1.5 recognises and uses language appropriate to different cultural contexts</p> <p>1.6 develops bilingual and bicultural identity through interacting with others</p> <p>2.1 sequences and structures information and ideas</p> <p>2.2 uses appropriate linguistic features and structures to convey information, ideas, emotions and opinions</p> <p>2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences</p> <p>2.4 applies knowledge of cultural concepts and perspectives to the creation of texts</p> <p>2.5 expresses ideas and opinions from a bilingual and bicultural perspective</p> <p>3.1 summarises information and ideas from texts</p> <p>3.2 synthesises information and ideas from texts</p> <p>3.3 infers points of view, opinions and attitudes expressed in texts</p> <p>3.4 responds to texts personally and critically</p> <p>3.6 reflects on own and others' values, beliefs, practices and ideas expressed in texts</p>		
<p>Unit description</p> <p>Learning in this unit of work will provide opportunities to explore the Issue of <i>The individual as a global citizen</i> from the Personal and International perspectives, focusing on 'Globalisation and the environment'*. Student activities relate to the <i>knowledge, understanding and skills</i> statements. Students will respond to spoken, written and visual texts drawn from the contexts of the Media and Contemporary Literature and the Arts. <i>Knowledge, understanding and skills</i> statements (marked with **) relating to the students' <i>Personal Investigation</i> are integrated into and reflected in the teaching and learning activities. The HSC course assessment task in bold on page 39 is described at the end of the unit (section 6.2.1).</p>		

<p>Focus area: Globalisation and the environment*</p> <p>Students will explore:</p> <ul style="list-style-type: none"> the role of the individual and Indonesian identity in the wider world Indonesian identity in the context of globalisation the impact of globalisation on Indonesian-speaking communities and their environment a range of language structures and features that can be used to express ideas and information related to globalisation and the environment the nature of language and culture in the global context. 	<p>Language structures and features</p> <p>Articles</p> <ul style="list-style-type: none"> <i>Para, kaum</i> <i>Yang</i> as indefinite and definite article <p>Nouns</p> <ul style="list-style-type: none"> Base-word nouns, eg <i>Globalisasi, kapitalisme, kebudayaan, kemanusiaan</i> <p>Links</p> <ul style="list-style-type: none"> Indicating consequence, eg <i>Akibatnya ..., Soalnya ...</i> Indicating contrast, eg <i>Sebaliknya ..., Walaupun demikian ...</i> <p>Phrases and sentences</p> <ul style="list-style-type: none"> Active and passive sentences 	
<p>Knowledge, understanding and skills</p>	<p>Integrated teaching, learning and assessment activities</p>	<p>Evidence of learning/feedback</p>
<ul style="list-style-type: none"> use vocabulary and expressions accurately and appropriately express personal opinions, give reasons for actions or emotions, and justify or elaborate on a point of view use resources to build vocabulary and check spelling and grammar summarise and synthesise information from a variety of sources and forms, such as oral, print, visual and multimodal texts** evaluate information for appropriateness and relevance** 	<p>1. Introductory activities</p> <ul style="list-style-type: none"> Brainstorm key ideas such as ‘What does globalisation mean?’ and ‘What impact does globalisation have on culture/language/the environment?’ Students choose an article (in either English or Indonesian) about the effects of globalisation on the environment from one of the following websites and select and compile a list of key terms: <ul style="list-style-type: none"> www.walhi.or.id http://id.wikipedia.org/wiki/Program_Nuklir_Indonesia www.insideindonesia.org/ http://wwf.panda.org/who_we_are/wwf_offices/indonesia/ www.worldbank.org/ 	<ul style="list-style-type: none"> Teacher observation and oral feedback during student sharing of ideas on ‘globalisation’ Teacher observation of students’ identification of key terms selected from the online article

Knowledge, understanding and skills	Integrated teaching, learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> use strategies developed during the course to find resources and build on vocabulary and language structures** appraise their own effective communication skills and those of others** 	<ul style="list-style-type: none"> Teacher and students discuss the key terms and their meaning in Indonesian, eg <i>pemanasan global</i>, <i>paru-paru dunia</i>, <i>penggundulan hutan</i>, etc, and create a list that can be added to as the unit progresses. 	<ul style="list-style-type: none"> Teacher observation and oral feedback through evaluation of student participation in discussions of key terms
<ul style="list-style-type: none"> manipulate Indonesian to communicate effectively in a range of contexts, such as ... discussions ... apply a range of vocabulary and grammatical structures across a variety of contexts to develop ideas and share information and opinions use textual cues and understanding of text structure to interpret meaning understand a range of complex representations of ideas, information and opinions in texts through listening, reading and viewing 	<p>2. Developmental activities</p> <ul style="list-style-type: none"> Using the key terms in Indonesian, discuss in pairs the issue of globalisation and its impact on the environment. In pairs, students present their findings about their discussion orally and report back to the whole class. Teacher selects two texts from the Suggested Resources, eg the song <i>Hijaukan Duniak</i> by Iwan Fals and the film <i>Naga Bonar Jadi 2</i>. Students synthesise information to identify and compare environmental and globalisation issues presented in the texts, and present their findings diagrammatically. 	<ul style="list-style-type: none"> Teacher observation of the students' ability to use the appropriate vocabulary and terms in Indonesian to communicate effectively in discussion and oral feedback Oral feedback from teacher on students' ability to use appropriate vocabulary and apply grammatical structures to present ideas and opinions Teacher observation of and oral feedback on how well students demonstrate understanding of texts by identifying relevant ideas and information in their diagrams

Knowledge, understanding and skills	Integrated teaching, learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> • compare and contrast aspects of texts on a similar topic and integrate ideas and information to make a response • compare and contrast diverse cultural perspectives as they are expressed in texts • reflect on and discuss diverse ideas, viewpoints and practices to deepen understanding of self and others • manipulate Indonesian to communicate effectively in a range of contexts, such as ... speeches ... • apply a range of vocabulary and grammatical structures across a variety of contexts to develop ideas and share information and opinions • express personal opinions, give reasons for actions or emotions, and justify or elaborate on a point of view 	<ul style="list-style-type: none"> • Students debate the positive and negative effects of globalisation on the environment in the above texts and what contribution an individual can make to it. 	<ul style="list-style-type: none"> • Written feedback to students on their ability to manipulate Indonesian effectively, express personal opinions and justify a point of view
<ul style="list-style-type: none"> • manipulate Indonesian to communicate effectively in a range of contexts such as informal and formal letters, articles, reports, applications, emails, blogs, essays, short stories and multimedia presentations • vary the structure and format of texts appropriate to context, purpose and audience 	<p>3. Consolidation activities</p> <ul style="list-style-type: none"> • Students choose one of the following suggested tasks: Use ICT (eg PowerPoint, Photoshop) to produce a digital poster on globalisation and the environment based on the above texts to be displayed at your school. OR Create a webpage for your school to raise awareness about one of the issues explored in the above texts. • Students present their task to the class in Indonesian. 	<ul style="list-style-type: none"> • Written feedback to students on their ability to manipulate Indonesian to communicate using ICT applications to present information and ideas appropriate to context, purpose and audience

Knowledge, understanding and skills	Integrated teaching, learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> • use a variety of modes of presentation to convey personal opinions and ideas** • understand the principles of text organisation and structure to develop ideas coherently and logically when constructing texts • sequence thoughts and ideas in a logical manner using complex language • vary the structure and format of texts appropriate to context, purpose and audience • use culturally appropriate language when creating and presenting texts 	<p>HSC assessment Task 2: Creating texts 10% (section 6.2.1)</p> <p>Students: Write the script of a speech that you will deliver to a group of young Indonesian people living in Australia to raise awareness of the role an individual can play in reducing the impact of globalisation on the environment. The purpose of the speech is to persuade the audience to take action on an environmental issue affecting Indonesia. The speech should be approximately 200 words in Indonesian.</p>	<ul style="list-style-type: none"> • Written feedback to students on their ability to: <ul style="list-style-type: none"> – structure and sequence information and ideas – write text appropriate to context, purpose and audience – express ideas and opinions from a bilingual and bicultural perspective – apply knowledge of cultural concepts and perspectives – demonstrate control of a range of language structures and vocabulary in Indonesian
<p>Resources</p> <p>Texts that explore issues such as threats to wildlife, global warming, pollution, etc. For details of suggested resources related to the issue of <i>The individual as a global citizen</i>, see the <i>Heritage Indonesian Stage 6 Suggested Resources</i> www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/heritage-indonesian-suggested-resources.pdf . Include a range of resources such as:</p> <ul style="list-style-type: none"> • newspapers and/or magazine articles • films • posters • songs • internet articles • TV and/or radio news items. 		
<p>Evaluation and variation</p>		

Date completed:

Signature:

6.2.1 Heritage Indonesian sample HSC assessment task

Language: Indonesian	Target group: HSC
Mark: 20 Weighting: 10%	Time required: One hour
Syllabus Issue: The individual as a global citizen	
Component(s): Creating texts	
<p>Outcomes to be assessed</p> <p>A student:</p> <p>2.1 sequences and structures information and ideas</p> <p>2.2 uses appropriate linguistic features and structures to convey information, ideas, emotions and opinions</p> <p>2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences</p> <p>2.4 applies knowledge of cultural concepts and perspectives to the creation of texts</p> <p>2.5 expresses ideas and opinions from a bilingual and bicultural perspective</p>	
<p>Task description</p> <p>Write the script of a speech that you will deliver to a group of young Indonesian people living in Australia to raise awareness of the role an individual can play in reducing the impact of globalisation on the environment. The purpose of the speech is to persuade the audience to take action on an environmental issue affecting Indonesia. The speech should be approximately 200 words in Indonesian.</p> <p><i>Questions to be considered:</i></p> <ul style="list-style-type: none"> • What are some of the benefits and problems of globalisation? • What does it mean to be an Indonesian in the context of globalisation? • What is the impact of globalisation on the environment in Indonesia? • What can one contribute as an individual to reduce the impact of globalisation on the environment? 	
<p>Marking criteria</p> <p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • structure and sequence information and ideas • write text appropriate to context, purpose and audience • express ideas and opinions from a bilingual and bicultural perspective • applies knowledge of cultural concepts and perspectives • demonstrate control of a range of language structures and vocabulary in Indonesian 	
<p>Feedback</p> <ul style="list-style-type: none"> • Students will receive written feedback in relation to the marking criteria listed above. • Opportunities will be provided for students to discuss their script and areas for improvement. 	

6.3 Heritage Japanese sample Preliminary unit of work

Note: Those elements marked with an asterisk are suggestions only.

Language: Heritage Japanese	Target group: Preliminary	Indicative time: 20 hours.
Issue: Traditions and values in a contemporary society	Perspective(s): Personal; Community; International	Context(s): Social and Community Settings; Contemporary Literature and the Arts; Media
<p>Outcomes</p> <p>1.1 uses strategies to maintain communication</p> <p>1.2 exchanges information and justifies opinions and ideas</p> <p>1.3 expresses personal opinions, emotions and feelings</p> <p>1.4 presents information and ideas appropriate to context, purpose and audience</p> <p>1.5 recognises and uses language appropriate to different cultural contexts</p> <p>1.6 develops bilingual and bicultural identity through interacting with others</p> <p>2.1 sequences and structures information and ideas</p> <p>2.2 uses appropriate linguistic features and structures to convey information, ideas, emotions and opinions</p> <p>2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences</p> <p>2.4 applies knowledge of cultural concepts and perspectives to the creation of texts</p> <p>2.5 expresses ideas and opinions from a bilingual and bicultural perspective</p> <p>3.1 summarises information and ideas from texts</p> <p>3.2 synthesises information and ideas from texts</p> <p>3.3 infers points of view, opinions and attitudes expressed in texts</p> <p>3.4 responds to texts personally and critically</p> <p>3.5 analyses the way in which culture and identity are expressed through language</p> <p>3.6 reflects on own and others' values, beliefs, practices and ideas expressed in texts</p>		
<p>Unit description</p> <p>Learning in this unit of work will provide opportunities to explore the Issue of <i>Traditions and values in a contemporary society</i> from the Personal, Community and International perspectives, focusing on 'Adapting traditions and values to contemporary society'.* Student activities relate to the <i>knowledge, understanding and skills</i> statements. Students will respond to spoken, written and visual texts drawn from the contexts of Social and Community Settings, the Media and Contemporary Literature and the Arts. <i>Knowledge, understanding and skills</i> statements (marked with **) relating to the students' <i>Personal Investigation</i> are integrated into and reflected in the teaching and learning activities.</p> <p>The Preliminary course assessment task in bold on page 51 is described at the end of the unit (section 6.3.1).</p>		

Focus area:* Traditions, values and contemporary society

Students will explore:

- how traditions and values shape our attitudes, beliefs and behaviour; and our identity
- how traditions and values are reflected in the beliefs and practices of contemporary society
- how changes in society affect traditions and values
- a range of vocabulary, language structures and *kanji* that can be used to express ideas and information related to traditions and values in a contemporary society
- the nature of language, culture and identity.

Language structures and features

Students build on their communicative use of the Japanese language incorporating the full range of formal language specified in the syllabus to explain, express own opinions and justify a point of view for a specific purpose.

- Passive: られる
- Causative: させる
- Conditional: なら ば
- Potential: える・られる
- Probability: かもしれない
~ようになる, ~ようになって来る, ~ようになって行く
- Negation – partial negative
- Compound particles:
~のおかげで
~のせいで
~によると
~にもとづいて/もとに
~に応じて
~にかかわらず

Characters (total 95)

Kanji (68)

気 休 月 見 先 大 年 園 夏 家 会 帰 古 書
 社 地 新 道 理 親 切 門 使 始 事 神 旅 和
 飯 洗 宮 係 祭 死 式 守 習 消 世 代 福 願
 希 喜 共 協 残 初 信 続 的 典 伝 努 必 変
 要 利 応 慣 再 増 統 仏 将 若 亡 忘

Kanji compounds (27)

過去 価値観 関係 慣習 季節 経験 減少 現代 幸福
 参加 自然 習慣 重要 順番 神宮 世代 増加 対人関係
 大切 伝統 努力 必要 仏教 理解 理由 歴史 老人
 若者

Knowledge, understanding and skills	Integrated teaching, learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> • use vocabulary and expressions accurately and appropriately • manipulate Japanese to communicate effectively in a range of contexts, such as ... discussions ... • summarise and synthesise information from a variety of sources and forms, such as oral, print, visual and multimodal texts** • compare and contrast diverse cultural perspectives as they are expressed in texts • apply a range of vocabulary and grammatical structures across a variety of contexts to develop ideas and share information and opinions • use culturally appropriate language when creating and presenting texts • express insights from a personal point of view and in comparison with those of others 	<p>Introduction</p> <ul style="list-style-type: none"> • The teacher explains in Japanese how traditions and values can be categorised according to their place in society, eg maintaining the practice in its purist form, adapting to a new era, surviving with renewed interest, region-specific or disappearing. • Class discussion on categories and why these categories are relevant. Includes suggestions for other categories. • Using the internet and asking their parents, older generation in the community or their friends and relatives in Japan, students research to identify some examples for each category. • Students prepare a list, in Japanese, of the examples for each of the categories of traditions and values. • Students make a table of the traditions and values based on the above categorisation and add the practices from their own families. • Teacher and students draw some conclusions from this information. 	<ul style="list-style-type: none"> • Teacher observation and oral feedback to students on the level of participation in discussion • Teacher observation and oral feedback to students on the preparation of the list of categorisations • Teacher observation and oral feedback to students on the preparation of their table of traditions and values • Teacher observation and oral feedback to students on their ability to exchange ideas and justify opinions

Knowledge, understanding and skills	Integrated teaching, learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> • summarise and synthesise information from a variety of sources and forms, such as oral, print, visual and multimodal texts** • evaluate information for appropriateness and relevance** • understand a range of complex representations of ideas, information and opinions in texts through listening, reading and viewing • organise information and ideas in a presentation for a particular context, purpose and audience** • use vocabulary and expressions accurately and appropriately • manipulate Japanese to communicate effectively in a range of contexts, such as ... presentations ... • use resources to build vocabulary and check grammar • use dictionaries to determine the meaning of unknown <i>kanji</i> • apply knowledge of the relationships between the components of characters to deduce the meaning of unfamiliar words 	<ul style="list-style-type: none"> • Students research the following: <ul style="list-style-type: none"> – The <i>iemoto</i> system (the monopolised licensing of teaching a Japanese art by the head of that school of art) and its contributions and its effects. – The origins of the practices associated with Shinto- and Buddhism-related rituals/practices: <i>jichinsai</i> 地鎮祭 (land purification ceremony), <i>oosouji</i> 大掃除 and <i>obon</i> お盆: how they are still practised in modern Japan. – Akira Isogawa (fashion designer): who he is and what has made him unique and successful – <i>Shikoku 88 Pilgrimage</i> お遍路 : 四国八十八ヶ所: compare and contrast the traditional and modern practices – <i>Harikuyou</i> 針供養 (festival of broken needles): relevance of the practice in modern society. • Students present their findings orally to the class. • Students make a list of topic-related and/or complex terminology. Language structures and <i>kanji</i> relevant to the issue are introduced through the discussion. Students start a record of vocabulary, linguistic features and <i>kanji</i> to which they add throughout the unit of work. 	<ul style="list-style-type: none"> • Teacher observation and oral feedback to students on their ability to demonstrate understanding of a variety of texts by summarising and synthesising information • Teacher observation and oral feedback to students on their ability to communicate relevant ideas and information • Teacher observation and oral feedback to students on their ability to use resources to build vocabulary, language structures and <i>kanji</i>

Knowledge, understanding and skills	Integrated teaching, learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> • understand a range of complex representations of ideas, information and opinions through listening, reading and viewing • compare and contrast aspects of texts on a similar topic and integrate ideas to make a response • express a point of view when making a response • adapt linguistic features to persuade, convince or discuss when responding to texts • reflect on and discuss diverse ideas, viewpoints and practices to deepen understanding of self and others • use resources to build vocabulary and check grammar • use dictionaries to determine meaning of unknown <i>kanji</i> • apply a range of vocabulary and grammatical structures across a variety of contexts to develop ideas and share information and opinions • understand a range of complex representations of ideas, information and opinions through listening, reading and viewing 	<p>The traditions maintained in modern society</p> <p><i>Jichinsan</i></p> <ul style="list-style-type: none"> • Students watch the video about the <i>Nagatacho Sanno Mori Building</i> www.youtube.com/watch?v=p_usBet2v9Q • Based on the previous research and the video about the <i>Nagatacho Sanno Mori Building</i>, the teacher leads the class discussion, in Japanese : <ul style="list-style-type: none"> – why the <i>jichinsai</i> scene is included in the video of <i>Nagatacho Sanno Mori Building</i> – what are the common concepts and values between <i>jichinsan</i> (land purification ceremony) and <i>oosouji</i> (end of year cleaning) – how this value has shaped Japanese people’s behaviour and attitudes in their daily life or as a society. • Students summarise in writing the main points of the discussion. • The teacher assists students to make the vocabulary and expressions list along with relevant prescribed <i>kanji</i>. <p><i>Iemoto</i></p> <ul style="list-style-type: none"> • Teacher and students complete a table about the <i>iemoto</i> system including the explanation, its contribution in relation to maintaining traditions and its effects. • Students view the segments relating to the son of a <i>kabuki</i> actor in the documentaries, <i>14 Up</i> and <i>21 Up</i>. 	<ul style="list-style-type: none"> • Teacher observation and oral feedback to students on their ability to communicate effectively in Japanese during the discussion • Teacher observation and oral feedback to students on their ability to summarise information and ideas from the discussion • Teacher observation and oral feedback to students on their ability to build vocabulary, language structures and <i>kanji</i> • Teacher observation and oral feedback to students on their accurate completion of the table about the <i>iemoto</i> system • Teacher observation and oral feedback to students on their ability to understand information and ideas in texts

Knowledge, understanding and skills	Integrated teaching, learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> • use vocabulary and expressions accurately and appropriately • manipulate Japanese to communicate effectively in a range of contexts, such as ... discussions ... • understand the principles of text organisation and structure to develop ideas coherently and logically when constructing texts • apply knowledge of register for effective communication • express a point of view when making a response • use culturally appropriate language when creating and presenting texts • apply a range of vocabulary and grammatical structures across a variety of contexts to develop ideas and share information and opinions 	<ul style="list-style-type: none"> • The teacher leads the discussion on how the <i>iemoto</i> system has had an impact on the son of the kabuki actor as an individual in modern Japan. • After discussion, students prepare a two-minute speech in which they present their own opinions on the topic, “The <i>iemoto</i> system must continue in the next century”. • Students individually add further information to the table based on the discussion and the speeches. 	<ul style="list-style-type: none"> • Teacher observation and oral feedback to students on their ability to communicate effectively in Japanese during the discussion • Written feedback to students on their ability to: <ul style="list-style-type: none"> – communicate in spoken Japanese – present and support a point of view – demonstrate control of a range of vocabulary and grammatical structures – use appropriate speech patterns with authentic intonation • Teacher observation and oral feedback to students on their ability to complete the table with relevant information
<ul style="list-style-type: none"> • use dictionaries to determine meaning of unknown <i>kanji</i> • apply knowledge of <i>kanji</i> to interpret meaning of unfamiliar vocabulary • understand a range of complex representations of ideas, information and opinions through listening, reading and viewing 	<p>The traditions and values adapting to a contemporary society</p> <p><i>The place of education in maintaining traditions</i></p> <ul style="list-style-type: none"> • Students view a short segment of Episode 2 of <i>Tomehane!</i> (DVD drama by NHK) or read the <i>manga</i>, <i>Tomehane!</i> and discuss how traditions are maintained or are adapting for its continuity in a high school. <p><i>Japanese in Australia</i></p> <ul style="list-style-type: none"> • Using online Japanese–English dictionaries, students read the online article on Akira Isogawa from the Japanese community paper website, www.cheers.com.au/entertainment/interview/94/ 	<ul style="list-style-type: none"> • Teacher observation and oral feedback to students on their ability to respond to information and ideas in texts during the discussion

Knowledge, understanding and skills	Integrated teaching, learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> • apply a range of vocabulary and grammatical structures across a variety of contexts to develop ideas and share information and opinions • understand a range of complex representations of ideas, information and opinions through listening, reading and viewing • manipulate Japanese to communicate effectively in a range of contexts, such as ... discussions ... • use textual cues and understanding of text structure to interpret meaning • compare and contrast aspects of texts on a similar topic and integrate ideas to make a response • manipulate Japanese to communicate effectively in a range of contexts, such as ... articles ... • use culturally appropriate language when creating and presenting texts • apply knowledge of register for effective communication • apply word processing skills, such as the use of input methods for Japanese, to create texts 	<ul style="list-style-type: none"> • Students prepare a timeline of the major events in Isogawa’s life as described in the article. • After reading the paragraph of “<i>Jibun o sasaeta positive na ikikata</i>” 自分を支えたポジティブな生き方”, students discuss in groups why Isogawa has no intention of obtaining Australian citizenship. • Using this article and previous research students write an article for a student newsletter about Akira Isogawa. 	<ul style="list-style-type: none"> • Teacher observation and oral feedback to students on their ability to understand information and ideas in texts • Teacher observation and oral feedback to students on their ability to communicate effectively in Japanese during the discussion • Written feedback to students on their ability to: <ul style="list-style-type: none"> – demonstrate the relevance of information and ideas – write text appropriate to audience, context and purpose – structure and sequence information and ideas – demonstrate control of a range of language structures and vocabulary in Japanese

Knowledge, understanding and skills	Integrated teaching, learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> • use vocabulary and expressions accurately and appropriately • manipulate Japanese to communicate effectively in a range of contexts, such as ... discussions ... • compare and contrast diverse cultural perspectives as they are expressed in texts • use vocabulary and expressions accurately and appropriately • manipulate Japanese to communicate effectively in a range of contexts, such as ... discussions ... 	<ul style="list-style-type: none"> • Students view the TV documentary Tetsuya Wakuda – <i>In Pursuit of Excellence</i> (SBS 2010) and discuss how traditional Japanese cuisine has been modified to suit contemporary Australian society (and around the world). • Students complete a table comparing and contrasting Akira Isogawa and Testuya Wakuda and discuss findings. 	<ul style="list-style-type: none"> • Teacher observation and oral feedback to students on their ability to communicate effectively in Japanese during the discussion • Teacher observation and oral feedback to students on their ability to understand information and ideas in texts through completion of the table and discussion
<ul style="list-style-type: none"> • understand a range of complex representations of ideas, information and opinions through listening, reading and viewing • use dictionaries to determine meaning of unknown <i>kanji</i> • compare and contrast diverse cultural perspectives as they are expressed in texts • use dictionaries to determine meaning of unknown <i>kanji</i> • apply knowledge of kanji to interpret meaning of unfamiliar vocabulary 	<p>Traditions and values surviving with renewed interest <i>Ohenro</i> pilgrimage</p> <ul style="list-style-type: none"> • Students read the website of Hankyu Travel <i>Ohenro</i> Brochure www.hankyu-travel.com/kokunai/shikoku88/osa.php using online dictionaries. • Students compare and contrast the traditional practice of the <i>ohenro</i> pilgrimage which they researched previously, with the options offered in the brochure. Students summarise findings. 	<ul style="list-style-type: none"> • Teacher observation and oral feedback to students on their ability to understand information and ideas presented in texts • Teacher observation and oral feedback to students on their ability to summarise information and ideas in texts

Knowledge, understanding and skills	Integrated teaching, learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> • use vocabulary and expressions accurately and appropriately • manipulate Japanese to communicate effectively in a range of contexts, such as ... discussions ... • manipulate Japanese to communicate effectively in a range of contexts, such as ... formal letters ... • understand the principles of text organisation and structure to develop ideas coherently and logically when constructing texts • use culturally appropriate language when creating and presenting texts • apply knowledge of register for effective communication 	<ul style="list-style-type: none"> • Students discuss the reasons for the various options offered in the brochure and how these options have led to renewed interest in this tradition and its continuation in modern Japan. • After discussion, students write a letter to an editor of a travel magazine evaluating an <i>ohenro</i> pilgrimage tour. 	<ul style="list-style-type: none"> • Teacher observation and oral feedback to students on their ability to communicate effectively in Japanese during the discussion • Written feedback to students on their ability to: <ul style="list-style-type: none"> – demonstrate the relevance of information and ideas – write text appropriate to audience, context and purpose – structure and sequence information and ideas – demonstrate control of a range of language structures and vocabulary in Japanese
<ul style="list-style-type: none"> • use vocabulary and expressions accurately and appropriately • manipulate Japanese to communicate effectively in a range of contexts, such as ... discussions ... • understand a range of complex representations of ideas, information and opinions through listening, reading and viewing • adapt linguistic features to persuade, convince or discuss when responding to texts 	<p>Disappearing traditions and values <i>Harikuyo</i></p> <ul style="list-style-type: none"> • The teacher provides a short explanation of <i>Harikuyo</i>. • Students discuss why <i>Harikuyo</i>, although still observed in some areas in Japan, has been losing its practice. • Students view the opening of <i>Spirited Away</i> and discuss the attitudes of Chihiro and her mother towards the discarded small god houses in relation to lost values. 	<ul style="list-style-type: none"> • Teacher observation and oral feedback to students on their ability to communicate effectively in Japanese during the discussion • Teacher observation of the discussion and oral feedback to students on their ability to demonstrate understanding of texts

Knowledge, understanding and skills	Integrated teaching, learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> • compare and contrast diverse cultural perspectives as they are expressed in texts • reflect on and discuss diverse ideas, viewpoints and practices to deepen understanding of self and others • use vocabulary and expressions accurately and appropriately • manipulate Japanese to communicate effectively in a range of contexts, such as...multimedia presentations... • apply knowledge of register for effective communication • sequence thoughts and structure ideas in a logical manner using complex language • use culturally appropriate language when creating and presenting texts • apply word processing skills, such as the use of input methods for Japanese, to create texts • vary the structure and format of texts appropriate to context, purpose and audience • express personal opinions, gives reasons for actions or emotions, and justify or elaborate a point of view 	<ul style="list-style-type: none"> • In groups, students write in dot points the factors that have lead to the decreasing importance of some traditions and values in contemporary society. <p style="text-align: center;">Preliminary Course Assessment Task 2: Creating texts 10% Oral interacting 10% (section 6.3.1)</p> <p>Students choose one particular tradition that is not widely practised in their home or in the Japanese community in Australia. Students prepare a written proposal to accompany a multimedia presentation (PowerPoint, podcast). They deliver their presentation to the class and teacher to convince them that the proposed tradition should be selected as the main activity for the Heritage Celebration Day at their community language school.</p> <p>The written proposal should be approximately 500 <i>ji</i> in length in Japanese.</p> <p>The multimedia presentation should be approximately two minutes and will be followed by a further two minutes of questions and answers from their teacher and peers.</p> <p>In their proposal they should include:</p> <ul style="list-style-type: none"> – name of the tradition – description (origin, how it is practised, etc) – its relevance/importance to the Japanese community in Australia – suggestion(s) as to how to modify or adapt the tradition so that it will be successful and continue to be celebrated. 	<ul style="list-style-type: none"> • Teacher observation and oral feedback to students on their ability to summarise information and ideas in texts • Written feedback to students on their ability to: <ul style="list-style-type: none"> – present and support a point of view in spoken Japanese – communicate relevant information and ideas – write text for a specified audience, context and purpose – structure and sequence information and ideas – demonstrate control of a range of language structures and vocabulary in Japanese

Resources

Films: Miyazaki, Hayao 2001, 「千と千尋の神隠し」 *Sen to Chihiro no kamikakushi (Spirited Away)*, Studio Ghibli, Tokyo. (Released by MADMAN Entertainment Pty. Ltd, Australia.); Ryuichi Inomata 2010, 書道ガールズ!! 私たちの甲子園 *Shodo Girls !! Watashitachi no koshien*.

Books: 「例文で学ぶ漢字と言葉」 (スリーエーネットワーク), 西口光一 2005, Basic *Kanji Book (Vol 2)* 4th edition, Kano et al, Bonjinsha Co. Ltd

Comic (manga): 「とめはねっ! 鈴里高校書道部」 *Tomehane! Suzuri High School Calligraphy Club (Katsutoshi Kawai, Shougakukan, 2007)*

TV programs/documentaries/dramas: 7 UP Japan, 14 UP Japan, 21 UP Japan (SBS), 28 UP Japan will be available late 2010 or 2011; “Interview with Tetsuya” (SBS) June 2010, “Japanese Food Safari” (SBS, available on DVD); 「とめはねっ! 鈴里高校書道部」 *Tomehane! Suzuri High School Calligraphy Club* (NHK, Japan), January 2010.

YouTube videos: 「サザエさん 大掃除、お盆」 *Sazaesan, oosouji and obon* www.youtube.com/watch?v=ZRw7iWcmLIA

www.youtube.com/watch?v=hLRk2GNSxwc, 「地鎮祭 Jichinsai」 www.youtube.com/watch?v=p_usBet2v9Q, 「針供養」 *Harikuyou*
www.youtube.com/watch?v=WWxsRigrdQ0

Other resources: *Deai* resource kit, The Japan Forum (TJF) www.tjf.or.jp/deai/index.html, 「五十川明インタビュー」 *Akira Isogawa interview* www.cheers.com.au/entertainment/interview/94/

Evaluation and variation:

Date completed:

Signature:

6.3.1 Heritage Japanese sample Preliminary assessment task

Language: Heritage Japanese	Target group: Preliminary
Mark: Creating texts – 20; Oral interacting – 20 Weighting: Creating texts 10%; Oral interacting 10%	Time required: 45 minutes (Creating texts), 45 minutes (Oral interacting)
Syllabus Issue: Traditions and values in a contemporary society	
Component(s): Creating texts Oral interacting	
<p>Outcomes to be assessed</p> <p>A student:</p> <p>1.1 uses strategies to maintain communication</p> <p>1.2 exchanges information and justifies opinion and ideas</p> <p>1.4 presents information and ideas appropriate to context, purpose and audience</p> <p>2.1 sequences and structures information and ideas</p> <p>2.2 uses appropriate linguistic features and structure to convey information, ideas, emotions and opinions</p> <p>2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences</p>	
<p>Task description</p> <p>Students choose one particular tradition that is not widely practised in their home or in the Japanese community in Australia. Students prepare a written proposal to accompany a multimedia presentation (PowerPoint, podcast). They deliver their presentation to the class and teacher to convince them that their proposed tradition should be selected as the main activity for the Heritage Celebration Day at their community language school.</p> <p>The written proposal should be approximately 500 <i>ji</i> in length in Japanese.</p> <p>The multimedia presentation should be approximately two minutes and will be followed by a further two minutes of questions and answers from their teacher and peers.</p> <p>In their proposal they should include:</p> <ul style="list-style-type: none"> – name of the tradition – description (origin, how it is practised, etc) – its relevance/importance to the Japanese community in Australia – suggestion(s) as to how to modify or adapt the tradition so that it will be successful and continue to be celebrated. 	

Marking criteria

Students will be assessed on their ability to:

- present and support a point of view in spoken Japanese
- communicate relevant information and ideas
- write text for a specified audience, context and purpose
- structure and sequence information and ideas
- demonstrate control of a range of language structures and vocabulary in Japanese

Feedback

- Students will receive written feedback in relation to the criteria listed above.
- Opportunities will be provided for students to discuss their performance and areas for improvement.

6.4 Heritage Korean sample Preliminary unit of work

Note: Those elements marked with an asterisk* are suggestions only.


Language: Heritage Korean	Target group: Preliminary course	Indicative time: 32 hours
Issue: The changing nature of work	Perspective(s): Personal, Community	Context(s): Social and Community Settings, Media
<p>Outcomes</p> <p>1.1 uses strategies to maintain communication</p> <p>1.2 exchanges information and justifies opinions and ideas</p> <p>1.3 expresses personal opinions, emotions and feelings</p> <p>1.4 presents information and ideas appropriate to context, purpose and audience</p> <p>1.5 recognises and uses language appropriate to different cultural contexts</p> <p>1.6 develops bilingual and bicultural identity through interacting with others</p> <p>2.1 sequences and structures information and ideas</p> <p>2.2 uses appropriate linguistic features and structures to convey information, ideas, emotions and opinions</p> <p>2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences</p> <p>2.4 applies knowledge of cultural concepts and perspectives to the creation of texts</p> <p>2.5 expresses ideas and opinions from a bilingual and bicultural perspective</p> <p>3.1 summarises information and ideas from texts</p> <p>3.2 synthesises information and ideas from texts</p> <p>3.3 infers points of view, opinions and attitudes expressed in texts</p> <p>3.4 responds to texts personally and critically</p> <p>3.5 analyses the way in which culture and identity are expressed through language</p> <p>3.6 reflects on own and others' values, beliefs, practices and ideas expressed in texts</p>		
<p>Unit description</p> <p>Learning in this unit will provide opportunities to explore the Issue of <i>The changing nature of work</i> from the Personal and Community Perspectives, focusing firstly on 'Technology in education and the workplace'.* Student activities relate to the <i>knowledge, understanding and skills</i> statements. Students will respond to spoken, written and visual texts drawn from the Contexts of Social and Community Settings and Media. <i>Knowledge, understanding and skills</i> (marked with **) relating to the students' <i>Personal Investigation</i> are integrated into and reflected in the teaching and learning activities.</p> <p>Activities marked with # could be used as assessment activities.</p> <p>The Preliminary course assessment task in bold on page 60 is described at the end of the unit (section 6.4.1).</p>		


<p>Focus area:* Technology in education and in the workplace</p> <p>Students explore:</p> <ul style="list-style-type: none"> the evolving nature of technology in education the role of technology in education and in the workplace their options in the use of technology in education and the workplace the future of technology in the workplace a range of language structures and features that can be used to express ideas and information related to technology in education and the workplace. the nature of language, culture and identity as expressed through technology. 	<p>Language structures and features</p> <ul style="list-style-type: none"> Phonological rule: consonant assimilation, syllable-final neutralisation Verbs: tenses (eg 배운다/ 배웠다/ 배우겠다), conjugative endings (eg 공부하셨다), and honorific forms (eg 어떠셨어요?) Pure/Sino-Korean words and foreign-derived words, eg 배움, 학문, 컴퓨터 Words to show cause and effect, eg 원인/결과로써 <p><i>Formal and informal expressions, eg ... 합니다, ... 해요</i></p> <ul style="list-style-type: none"> Direct and indirect speech forms, eg ...가 질문하기를...라고 하다 Acknowledgement of source, eg 토론/조사 결과에 의하면 Subjective language (speaking from own point of view), eg 제 의견은 Linking words and phrases to compare and contrast, eg 반면에 Adverbs to show degree of commitment to a statement, eg 확실하게 	
<p>Knowledge, understanding and skills</p>	<p>Integrated teaching learning and assessment activities</p>	<p>Evidence of learning/feedback</p>
<ul style="list-style-type: none"> use vocabulary and expressions accurately and appropriately manipulate Korean to communicate effectively in a range of contexts, such as ... discussions ... use resources to build vocabulary and check spelling and grammar apply knowledge of honorific and speech levels when interacting in different social contexts 	<p>Focus: The role of technology in education</p> <p><i>Part 1: The role of technology in the past and present</i></p> <p>Introductory activities</p> <p>Two weeks before starting this unit:</p> <ul style="list-style-type: none"> As an introduction to the new focus, students and teacher brainstorm to elicit students' prior knowledge of technology use in general and vocabulary in Korean in particular. The class develops a homework task for students to interview parents or older generations in their Korean community about the mode and environment of learning in their times. The teacher leads a class discussion to prepare a set of questions that will form the basis of the interviews (and development of an interview worksheet to complete). 	<ul style="list-style-type: none"> Teacher observation and feedback to students on their level of participation in discussion and their knowledge of vocabulary in relation to education and technology

Knowledge, understanding and skills	Integrated teaching learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> • use vocabulary and expressions accurately and appropriately • manipulate Korean to communicate effectively in a range of contexts, such as ... interviews • understand a range of complex representations of ideas, information and opinions in texts through listening, reading and viewing • compare and contrast aspects of texts on a similar topic and integrate ideas and information to make a response • summarise and synthesise information from a variety of sources and forms** • manipulate Korean to communicate effectively in a range of contexts such as ... discussions ... • express insights from a personal point of view and in comparison with those of others • apply a range of vocabulary and grammatical structures across a variety of contexts to develop ideas and share information and opinions 	<p>Unit of work begins</p> <ul style="list-style-type: none"> • Having conducted the interview, students discuss their interview results in groups and briefly report back to the class. Class compiles a summary of the findings from the interviews. • Using a range of stimulus materials, including images, video clips, and cartoons, students compare and contrast modes of learning of the past and present through class discussion, eg textbook-based learning versus learning through ICT tools. • Writing task:# Based on the findings from the discussion, students compare and contrast modes of learning by creating a table showing learning modes of the past and learning modes of the present and describing key aspects of each mode. <p>Part 2: Technology as a mode of study for young people</p> <ul style="list-style-type: none"> • Introduction to the topic: Students discuss individuals' preferred mode of study in pairs, eg research using websites, books, etc. • To assess the impact of technology on young people's education today, teacher leads a discussion to develop a set of questions for a survey. • Students respond to the survey questions in writing and return the completed survey to the teacher. • The teacher provides collated results for the class which are then discussed as a group. 	<ul style="list-style-type: none"> • Teacher observation and feedback on students' contributions in compiling interview results • Teacher provides oral feedback to students on their ability to understand stimulus materials for use in discussion • Teacher observation and feedback to students on how well they demonstrate understanding of texts by identifying relevant ideas and information in their tables • Teacher observation and oral feedback on student ability to maintain a constructive conversation using appropriate expressions • Written feedback to students on applying linguistic structures to complete the survey

Knowledge, understanding and skills	Integrated teaching learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> • apply a range of vocabulary and grammatical structures across a variety of contexts to develop ideas and share information and opinions • express insights from a personal point of view and in comparison with those of others • understand a range of complex representations of ideas, information and opinions in texts through listening, reading and viewing • use resources to build vocabulary and check spelling and grammar • use textual clues and understanding of text structure to interpret meaning • make connections between their own values, beliefs, ideas and experiences and those of others represented in texts** • use strategies developed through the course to find resources and build vocabulary and language structures** • evaluate information for appropriateness and relevance** 	<p>Part 3: Characteristics of today's education</p> <ul style="list-style-type: none"> • Students brainstorm to identify characteristics of today's education and modes of learning, eg laptops in class, distance learning, cyber class, home schooling, etc. • Students discuss, in Korean, pros and cons of various modes of education, eg face-to-face versus online-based learning. • Reading and responding to the text, 'Meeting People, Sharing Ideas Online/ 온라인으로 만나 아이디어를 공유하기' in English LINK and Korean LINK (pp 36–37). <ol style="list-style-type: none"> 1. Students individually read the English version of the article for initial understanding of the content. 2. In pairs students highlight difficult words in the Korean version of the article, then use a dictionary to look them up. 3. Students re-read the Korean version of the article and write an analysis of the main points, including the writer's point of view, opinions and attitudes expressed in the text, eg how some online sites affect the learning of young people. • Online research activity: <ol style="list-style-type: none"> 1. The teacher shows two Korean websites developed for young people, eg 'TakingITGlobal' LINK and 'iteennet 아이티네티' LINK. 2. In groups students research and compile a set of online sites that would be useful for young people in terms of their education and future aspirations. 	<ul style="list-style-type: none"> • Teacher observation and oral feedback on students' ability to identify relevant information and present arguments for and against modes of learning • Teacher observation and oral feedback on students' ability to access dictionaries to interpret meaning • Teacher feedback by observation and peer feedback on students' ability to analyse main points from written text and draw out points of view, attitudes and values expressed • Teacher observation and feedback on students' ability to evaluate information from the web for use in research

Knowledge, understanding and skills	Integrated teaching learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> • compare and contrast aspects of texts on a similar topic and integrate ideas and information to make a response • use vocabulary and expressions accurately and appropriately • express personal opinions, give reasons for actions or emotions, and justify or elaborate on a point of view • vary the structure and format of texts appropriate to context, purpose and audience • apply word-processing skills in the use of input methods for Korean to create texts • use textual cues and their understanding of text structure to interpret meaning • compare and contrast aspects of texts on a similar topic and integrate ideas and information to make a response • apply knowledge of linguistic and stylistic features to infer meaning in texts • use culturally appropriate language when creating and presenting texts 	<ol style="list-style-type: none"> 3. Oral presentation task:# In groups students prepare an oral presentation using Korean and supported by PowerPoint based on the above research findings. In their presentation, they should suggest the best five websites for young people with persuasive reasons for their choices. <ul style="list-style-type: none"> • Collaborative reading activity: <ol style="list-style-type: none"> 1. Students are divided into groups of three. The teacher distributes different articles on the topic, ‘Characteristics of today’s education’, to each group. 2. Each group reads their article to analyse issues and to summarise information. They then present an oral summary of the texts to the class. 3. Each group develops questions that require their peers to summarise, synthesise and analyse their article. 4. Articles are swapped between groups and students respond individually in writing to the questions accompanying the article received. 	<ul style="list-style-type: none"> • Teacher provides oral feedback on students’ ability to select and manipulate information from research to create a PowerPoint file • Teacher evaluation and oral feedback to students on the validity of their findings and the effectiveness of their presentation • Teacher provides oral feedback on student participation in group discussion and class presentation • Teacher provides written feedback on students’ ability to summarise, synthesise and analyse the articles • Teacher monitors student ability to develop and respond to questions based on written texts

Knowledge, understanding and skills	Integrated teaching learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> express insights from a personal point of view in comparison with those of others 	<p>Part 4: Cultural aspects of education</p> <ul style="list-style-type: none"> Students brainstorm to identify cultural aspects of education in both Korea and Australia. They then talk about the differences in education and expectations between Australian and Korean cultures. 	<ul style="list-style-type: none"> Teacher provides oral feedback on student ability to articulate, compare and discuss different cultural values in education
<ul style="list-style-type: none"> use vocabulary and expressions accurately and appropriately manipulate Korean to communicate effectively in a range of contexts, such as ... discussions... express personal opinions, give reasons for actions or emotions, and justify or elaborate on a point of view understand a range of complex representations of ideas, information and opinions in texts through listening, reading and viewing express a point of view when responding to texts compare and contrast diverse cultural perspectives as they are expressed in texts reflect on and discuss diverse ideas, viewpoints and practices to deepen understanding of self and others 	<p>Preliminary Assessment Task 3: Oral interacting 10% Responding to texts 15% (section 6.4.1)</p> <ol style="list-style-type: none"> Students view segments of a Korean drama 공부의신 ‘Master of Study’  LINK and discuss aspects of the film as they relate to outcomes 3.4, 3.5 and 3.6. After reviewing selected scenes, they discuss in Korean aspects of these scenes with their teacher. In the discussion, the teacher asks questions that explore the way in which notions of culture and identity are expressed and dealt with in these scenes. Students write a review, in English, of the Korean drama 공부의신 ‘Master of Study’ in which they introduce the film to an audience of non-Korean speakers. The review should consider aspects of the film that may require explanation for this audience. 	<ul style="list-style-type: none"> Written feedback to students on their ability to: <ul style="list-style-type: none"> demonstrate an understanding of, and reflect on the relationship between texts, and culture and identity present and support a point of view in spoken Korean demonstrate control of a range of language structures and vocabulary write for a specified audience

Knowledge, understanding and skills	Integrated teaching learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> • understand and apply knowledge of linguistic structures to expand and/or qualify a message or imply meaning • express personal opinions, give reasons for actions or emotions, and justify or elaborate a point of view • understand a range of complex representations of ideas, information and opinions in texts through listening, reading and viewing • use textual cues and their understanding of text structure to interpret meaning • apply knowledge of linguistic and stylistic features to infer meaning in texts • manipulate Korean to communicate effectively in a range of contexts, such as ... discussions ... • express personal opinions, give reasons for actions or emotions, and justify or elaborate a point of view 	<p>Focus area: The role of technology in the workplace Introductory lesson</p> <ul style="list-style-type: none"> • The teacher leads a discussion on how and for what purposes technology might be used in the workplace. • The teacher places a range of job advertisements on the board or wall in the classroom. Students eliminate any advertisements which do not need technology in the workplace. <p>Part 1: Education and work in the future</p> <ol style="list-style-type: none"> 1. Students view a video clip, 'Education in virtual reality',  LINK and analyse key issues raised in the clip, eg virtual classroom anytime, anywhere. 2. The teacher writes 4–5 issues identified by students on the board. Students are divided into groups and each group is assigned an issue for discussion. A sample issue is 'Teachers and schools would no longer exist in the future. Do you agree?' 3. Students discuss the assigned issue in their group and then report back to the class. 	<ul style="list-style-type: none"> • Teacher observation of students' ability to discuss the role of technology in a range of occupations • Teacher observation and oral feedback on students' ability to demonstrate understanding of texts • Teacher provides oral feedback to students on their ability to analyse the main issues from visual texts • Teacher observation and feedback on students' contributions in discussion

Knowledge, understanding and skills	Integrated teaching learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> • apply a range of vocabulary and grammatical structures across a variety of contexts to develop ideas and share information and opinions • understand a range of complex representations of ideas, information and opinions in texts through listening, reading and viewing • adapt linguistic features to persuade, convince or discuss when responding to texts • manipulate Korean to communicate effectively in a range of contexts such as ... reports ... • understand a range of complex representations of ideas, information and opinions in texts through listening, reading and viewing • vary the structure and format of texts appropriate to context, purpose and audience • apply knowledge of word processing skills in the use of input methods for Korean to create texts 	<ul style="list-style-type: none"> • Planning to visit ‘Future job expo’ <ol style="list-style-type: none"> 1. The class discusses possible changes and characteristics of future jobs that reflect the impact of technology, eg online workplaces where time, space, age, gender and background are not relevant. 2. In pairs, students find an information brochure for ‘Future job expo’ 미래 직업 박람회 LINK1, LINK2 held in Korea. (The teacher may prepare the brochure in advance to hand out to the class.) 3. The class discusses future job trends, market, and career options based on the information they have found in the brochure. 4. Problem-solving activity: In groups students discuss in groups which booths they would visit if they went to ‘Future job expo’. As a group they decide which booths they consider to be the most important or worthwhile to visit. Students need to convince their group members to visit a certain booth. 5. Reporting back to the class: A representative from each group presents their group decisions with reasons. • Creating future job advertisements <ol style="list-style-type: none"> 1. Students view a TV advertisement, ‘My business card in ten years’ 10년 후의 나의 명함 LINK. 2. Using the TV advertisement that students have viewed as a scaffold, students choose a possible future job and create an advertisement for it. (They could also select a job from the information brochure of ‘Future job expo’.) 	<ul style="list-style-type: none"> • Teacher observation and oral feedback on students’ ability to contribute to discussions • Teacher observation and oral feedback on students’ ability to demonstrate understanding of the brochures and to contribute to discussions • Teacher oral feedback on students’ ability to use appropriate vocabulary and structures to summarise, negotiate and persuade fellow students in relation to which booths to visit • Teacher observation and oral feedback on students’ ability to contribute to discussions • Teacher provides oral feedback to students on their ability to interact with peers to create visual texts for a particular purpose and audience

Knowledge, understanding and skills	Integrated teaching learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> • reflect on ways in which texts inform their own understanding of, or perspectives on, issues** • use a variety of modes of presentation to convey personal opinions and ideas** • use resources to build vocabulary and check spelling and grammar • understand a range of complex representations of ideas, information and opinions in texts through listening, reading and viewing • understand the principles of text organisation and structure to develop ideas coherently and logically when constructing texts • vary the structure and format of texts appropriate to context purpose and audience • manipulate Korean to communicate effectively in a range of contexts such as ... letters ... 	<ol style="list-style-type: none"> 3. Writing and speaking tasks:# Students design and write the script for an advertisement for a job of the future using digital tools such as Adobe Premiere or Audacity. 4. Job advertisements are uploaded to the class blog/wiki. Students add written comments about the effectiveness of their peers' job advertisements. <ul style="list-style-type: none"> • Reading and responding to texts <ol style="list-style-type: none"> 1. Students read texts about various scenarios for the future, focusing on vocabulary and grammatical structures relating to the future tense. 2. Students summarise information and ideas from the texts. 3. The teacher introduces a letter format and some language features of letter writing in Korean. 4. Students write a letter to the teacher describing their future aspirations. 	<ul style="list-style-type: none"> • Teacher and peer written feedback to students in the form of comments on the class wiki/blog on the effectiveness of their job advertisements • Teacher observation on students' ability to demonstrate understanding of texts • Teacher oral and written feedback on students' ability to write for a particular context, purpose and audience
<ul style="list-style-type: none"> • understand a range of complex representations of ideas, information and opinions in texts through listening, reading and viewing • manipulate Korean to communicate effectively in a range of contexts, such as ... discussions ... 	<p>Part 2: Finding work</p> <ul style="list-style-type: none"> • Reading job advertisements <ol style="list-style-type: none"> 1. Students individually choose a job advertisement from a local Korean newspaper or website and analyse selection criteria and requirements (tertiary qualifications, driver's license, experience, etc). 2. Students discuss how to prepare for and meet the requirements, eg what education and experiences would be essential. 	<ul style="list-style-type: none"> • Teacher observation and oral feedback to students on their ability to demonstrate understanding of the job advertisements • Teacher provides oral feedback to students on their ability to maintain an interaction with their peers

Knowledge, understanding and skills	Integrated teaching learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> • adapt linguistic features to persuade, convince or discuss when responding to texts • vary the structure and format of texts appropriate to context purpose and audience • use culturally appropriate language when creating and presenting texts • use a variety of modes of presentation to convey personal opinions and ideas** • understand a range of complex representations of ideas, information and opinions in texts through listening, reading and viewing • compare and contrast diverse cultural perspectives as they are expressed in texts • express a point of view when responding to texts • use vocabulary and expressions accurately and appropriately • vary the structure and format of texts appropriate to context purpose and audience • manipulate Korean to communicate effectively in a range of contexts such as ... formal letters ... 	<p>3. Writing task:# Students select a possible future career and write an email in Korean to a grandparent explaining how they will prepare for this career.</p> <ul style="list-style-type: none"> • Cover letter and résumé writing <p>1. Students read a text about how to write covering letters 자기 소개서. They discuss when it is necessary to write a covering letter and what to include in one.</p> <p>2. Using a résumé template provided by the teacher, students write a résumé in Korean (이력서) for themselves.</p>	<ul style="list-style-type: none"> • Teacher written feedback on students' ability to produce a written text for a particular context, purpose and audience • Teacher oral feedback on students understanding of language and structures and cultural conventions for writing a formal letter in Korean • Written feedback to students on their ability to apply linguistic structures to produce a résumé

Knowledge, understanding and skills	Integrated teaching learning and assessment activities	Evidence of learning/feedback
<ul style="list-style-type: none"> • apply knowledge of sociolinguistic conventions to select language appropriate to a variety of social situations • apply knowledge of intonation and register when interacting with reference to context, purpose and audience • apply knowledge of honorifics and speech levels when interacting in different social contexts <ul style="list-style-type: none"> • use textual cues and understanding of text structure to interpret meaning • vary the structure of texts appropriate to context, purpose and audience • apply word-processing skills in the use of input methods for Korean to create texts • organise information and ideas in a presentation for a particular context, purpose and audience** 	<ul style="list-style-type: none"> • Job interview <ol style="list-style-type: none"> 1. Students view a video clip of a job interview. 2. Students brainstorm some possible interview questions for a range of technology-related jobs encountered in the course of the unit of work. Teacher keeps a record of jobs and questions. 3. Students discuss possible responses to the interview questions they have devised and the type of language required in a formal interview situation. 4. Speaking task:# Students use one of the jobs discussed and the related interview questions to role-play a job interview in pairs. Interviews are recorded for teacher assessment. • Individual ePortfolio project. To begin this project, the teacher demonstrates to the class what an ePortfolio is and how to create one. <p>In this project, students:</p> <ol style="list-style-type: none"> 1. plan their own ePortfolio after viewing samples of ePortfolios in the class 2. collect evidence – looking back and to their future 3. develop a message through the ePortfolio 4. upload their ePortfolios to their Korean class website. <p><i>Note: Suggested LINK for ePortfolio samples, and LINK for students to create their own ePortfolio.</i></p>	<ul style="list-style-type: none"> • Teacher provides oral feedback to support students’ understanding of language and structures appropriate to an interview • Teacher provides written feedback based on criteria which assess student ability to exchange information and ideas <ul style="list-style-type: none"> • Teacher provides written feedback on students’ ability to structure and sequence information and create texts appropriate to context, purpose and audience • Teacher and students provide oral feedback on students’ ability to incorporate ICT to create and upload an ePortfolio
<p>Resources</p> <p><i>Text resources</i></p> <ul style="list-style-type: none"> • 한국어II (상), 재외동포용 교재 		

- 중학교 생활국어 2-1, 교육 인적자원부
- 한국어 7, 교육과학 기술부 국립국제교육원

DVD/Video/CDs

- DVD공부의신 Korean drama, ‘Master of Study’

Web resources

- A Portfolio Quest for Educators: www.uvm.edu/~jmorris/ePortquest/ePortfolioquestresources.html
- Google sites: <http://sites.google.com/?pli=1>
- Korean Broadcasting Corporations (KOBACO): www.kobaco.co.kr
- Ohio University Second Life Campus: www.youtube.com/watch?v=aFuNFRie8wA&feature=PlayList&p=60B508787800A0E9&playnext_from=PL&playnext=1&index=14
- World Youth Building the Future, eJournal USA, Korean version: www.america.gov/media/pdf/ejs/ijskor0707.pdf
- World Youth Building the Future, eJournal USA, English version: www.america.gov/media/pdf/ejs/ijse0707.pdf
- 가상현실교육 – 플래시TV excerpt about virtual reality in education: www.youtube.com/watch?v=UAITbfSxuhY
- 10년후의 나의 명함TV public advertisement titled ‘My business card in ten years’: www.youtube.com/watch?v=2QEmwXN3hkQ
- 심즈 2 TV 광고 Sims 2 TV commercial in Korea: www.youtube.com/watch?v=ozHHoFiW4yU
- 블로그-미래직업박람회 코엑스 정보Future job expo information on a blog: http://blog.naver.com/my_inet?Redirect=Log&logNo=150088302264
- 미래 직업 박람회 공식 사이트The official site for Future job expo: www.yourfuture.co.kr/2010/index.php
- 한국 교육 과정 평가원 온라인 교재e-books on Korea Institute for Curriculum and Evaluation: www.kice.re.kr/ko/board/list.do?cPage=1&menu_id=10144
- 아이틴넷Youth sites recommended by Korea Communication Standard Commission www.iteennet.co.kr
- 온사모 네이버카페Classroom photo in 90s in Korea http://cafe.naver.com/onsamo.cafe?iframe_url=/ArticleRead.nhn%3Farticleid=11418
- 에듀파트너 블로그 Classroom photos in 2010 in Korea <http://blog.naver.com/fach4?Redirect=Log&logNo=120078866987>

Evaluation and variation

Date completed:

Signature:

6.4.1 Heritage Korean sample Preliminary assessment task

Language: Heritage Korean	Target group: Preliminary
Mark: Oral interacting – 20; Responding to texts – 10 Weighting: Oral interacting 10%; Responding to texts 15%	Time required: 5 minutes (Oral interacting), 40 minutes (Responding to texts)
Syllabus Issue: The changing nature of work	
Component(s): Oral interacting Responding to texts	
<p>Outcomes to be assessed</p> <p>A student:</p> <p>1.2 exchanges information and justifies opinion and ideas</p> <p>1.4 presents information and ideas appropriate to context, purpose and audience</p> <p>3.4 responds to texts personally and critically</p> <p>3.5 analyses the way in which culture and identity are expressed through language</p> <p>3.6 reflects on own and others’ values, beliefs, practices and ideas expressed in texts</p>	
<p>Task description</p> <ol style="list-style-type: none"> View segments of a Korean drama 공부의신 ‘Master of Study’ 🔗LINK and discuss the aspects of the film as they relate to outcomes 3.4, 3.5 and 3.6 listed above. After reviewing selected scenes, you will discuss in Korean aspects of these scenes with your teacher. In the discussion, the teacher asks questions that explore the way in which notions of culture and identity are expressed and dealt with in these scenes. Write a review, in English, of the Korean drama 공부의신 ‘Master of Study’ in which you introduce the film to an audience of non-Korean speakers. The review should consider aspects of the film that may require explanation for this audience. 	
<p>Marking criteria</p> <p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> demonstrate an understanding of, and reflect on the relationship between, texts and culture and identity present and support a point of view in spoken Korean demonstrate control of a range of language structures and vocabulary write for a specified audience 	
<p>Feedback</p> <ul style="list-style-type: none"> Students will receive written feedback in relation to the criteria listed above. Opportunities will be provided for students to discuss their performance and areas for improvement. 	