

*Class: 7 Chinese*

Term Week	Curriculum Intent – My portrait	Assessment	Feedback
1	Name in Chinese Explanation of common Chinese surnames and given names. Students are given the translation of their names in Chinese.	Test Assessment draft 1	
2	Personal ID Complete an ID card in Chinese, including Chinese name, age and birthday.	Test Test Assessment draft 2	Feedback
3	Family Profile and Importance Introduce family background and why it's important to them in Chinese.	Test Assessment draft 3	Feedback
4	Education Background Describe education background, including school, year level, and subjects they are studying in Chinese.	Test Assessment draft 4	Feedback
5	Interests and Hobbies Students will list interests and hobbies in Chinese and explain why they like them.	Test Assessment draft 5	Feedback
6	Favorite Food and Reasons Students will describe their favorite food and explain why they like it in Chinese.	Test Assessment draft 6	Feedback
7	Revision	Assessment draft due	Feedback
8	Assessment due: My portrait	Assessment due	Feedback
9	Consolidation and culture activities		Feedback
10	Consolidation and culture activities		Feedback
11	Activities scheduled by school		



Semester 2 Term 4 Course Planner

Trinity Bay SHS

Hoare Street

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www.trinitybayshs.eq.edu.au

Class: 8 Chinese

Term Week	Curriculum Intent – My profile	Assessment	Feedback
1	Chinese Names Explanation of common Chinese surnames and given names. Students are to create a Chinese name.	Test Assessment draft 1	
2	Personal ID Complete an ID card in Chinese, including Chinese name, age, birthday, city of residence and country.	Test Test Assessment draft 2	Feedback
3	Cultural Profile and Importance Introduce cultural background and language spoken and why it's important to them in Chinese.	Test Assessment draft 3	Feedback
4	Education Background Describe education background, including school, year level, and subjects they are studying in Chinese. Introduce their school community.	Test Assessment draft 4	Feedback
5	Interests and Hobbies Students will list interests and hobbies in Chinese and explain why they like them.	Test Assessment draft 5	Feedback
6	Favorite Food and Reasons Students will describe their favorite food and explain why they like it in Chinese.	Test Assessment draft 6	Feedback
7	Revision	Assessment draft due	Feedback
8	Assessment due: My profile	Assessment due	Feedback
9	Consolidation and culture activities		Feedback
10	Consolidation and culture activities		Feedback
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Class: Year 9 Chinese

Term Week	Curriculum Intent – My dream restaurant/food stall	Assessment x 3	Feedback x 3
T4 Wk1	<p><u>Dream Up Your Restaurant Theme</u></p> <ul style="list-style-type: none"> • Annual QLD Chinese writing contest • Imagine the coolest theme for your restaurant. • Draw pictures of what your themed restaurant might look like. • Think of fun names for your restaurant that match your theme. 	Writing Contest Test Draft 1	Course Planner
T4 Wk 2	<p><u>Pick a Perfect Spot</u></p> <ul style="list-style-type: none"> • Where would your restaurant be? • Create a colourful map showing where your restaurant is located. • Discuss why this location is the best for your theme. 	Test Draft 2	In-class feedback
T4 Wk 3	<p><u>Design a Yummy Menu</u></p> <ul style="list-style-type: none"> • What delicious foods and drinks would you serve? Maybe galaxy milkshakes or superhero sandwiches? • Draw and colour pictures of your menu items. • Write fun descriptions for each dish. 	Test Draft 3	In-class feedback
T4 Wk 4	<p><u>Create a Cozy Layout</u></p> <ul style="list-style-type: none"> • Sketch the inside of your restaurant. • Think about decorations that match your theme. 	Test Draft 4	In-class feedback
T4 Wk 5	<p><u>Assemble a Super Team:</u></p> <ul style="list-style-type: none"> • Who works at your restaurant? Chefs with special hats? Waiters on roller skates? • Draw your staff in their cool uniforms. • Imagine what special skills they have to make dining fun. 	Test Draft 5	In-class feedback
T4 Wk 6	<p><u>Spread the Word</u></p> <ul style="list-style-type: none"> • How will you let people know about your restaurant? Design a poster advertising your restaurant. 	Test Draft 6	Feedback
T4 Wk 7	<u>Assignment draft due</u>	Draft due	
T4 Wk 8	<u>Assignment due</u>	Assignment due	Feed forward/ Ladder result
T4 Wk 9	<u>Cultural lesson</u>		
T4 Wk 10	<u>Cultural lesson</u>		
T4 Wk 11	<u>Activities planned by school</u>		



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Class: Year 10 Chinese

Week	Curriculum Intent: The contribution of Chinese culture to the modern world	Assessment	Feedback
T4 Wk1	Creative Arts with a Modern Twist 1 <ul style="list-style-type: none"> Discover how traditional arts have been adapted into contemporary art forms. 	PACT test Speaking test	Course Planner
T4 Wk2	Creative Arts with a Modern Twist 2 <ul style="list-style-type: none"> Explore how gaming communities form around cultural narratives and shared interests. 	PACT test Speaking test	FEEDBACK ON TEST
T4 Wk3	Smartphones and Digital Culture 1 <ul style="list-style-type: none"> Examine the impact of smartphones and social media on leisure activities in Chinese-speaking and Australian communities. 	PACT test Speaking test	FEEDBACK ON TEST
T4 Wk4	Smartphones and Digital Culture 2 <ul style="list-style-type: none"> Discuss how digital platforms influence social interactions and cultural trends. 	PACT test Speaking test	FEEDBACK ON TEST
T4 Wk5	Tech Innovations <ul style="list-style-type: none"> Explore how technologies are reshaping leisure and daily life. Discuss the role of these technologies in promoting health and wellness across cultures. 	PACT test Speaking test	FEEDBACK ON TEST
T4 Wk6	REVISION/CONSOLIDATION		FEEDBACK ON TEST
T4 Wk 7	PACT exam (Listening & Reading)	PACT Exam	FEEDBACK ON TEST
T4 WK8	Speaking exam	Speaking exam	FEEDBACK ON TEST



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Class: 11 Chinese

Teacher: Ms. A. Wu

Week	Curriculum Intent: The contribution of Chinese culture to the world	Assessment	Feedback
T4 Wk1	REVISION <ul style="list-style-type: none"> Simple sentence patterns Linking words and cohesive devices Mandatory characters 	Formative test	Course Planner
T4 Wk2	TEST-TAKING SKILLS AND PRACTICES <ul style="list-style-type: none"> Time management External exam objectives Revision: mandatory language elements 	Formative test	FEEDBACK ON TEST
T4 Wk3	Exam – Monday Period 1 and 2	FIA4	FEEDBACK ON TEST
T4 Wk4	<u>Unit 3. Roles and relationships</u> <ul style="list-style-type: none"> consider the concept of the individual and how different factors influence their perceptions of themselves and their place in society, e.g. compare and contrast how relationship status, cultural norms, social media and peer pressure impact self-image 	Formative test	FEEDBACK ON TEST
T4 Wk5	<u>Unit 3. Roles and relationships</u> <ul style="list-style-type: none"> comment on the changing structure of the family/carer unit, stereotypical roles in society and gender bias in their own and Chinese-speaking communities in the 21st century, as represented in texts and media, e.g. summarise the differences and similarities of traditional social structures, cultural expectations and employment opportunities between home and Chinese-speaking communities. 	Formative test	FEEDBACK ON TEST
T4 Wk6	REVISION/CONSOLIDATION	Formative test	FEEDBACK ON TEST
T4 Wk 7	REVISION/CONSOLIDATION	Formative test	FEEDBACK ON TEST
T4 WK8	RESULTS AND FEEDBACK	IA1 Exam (Unit 3)	Exam feedforward



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Class: 12 Chinese

Teacher: Ms. A. Wu

Week	Curriculum Intent: My future	Assessment	Feedback
T4 Wk1	REVISION <ul style="list-style-type: none"> • Simple sentence patterns • Linking words and cohesive devices • Mandatory characters 	Formative test	Course Planner
T4 Wk2	TEST-TAKING SKILLS AND PRACTICES <ul style="list-style-type: none"> • Time management • External exam objectives • Revision: mandatory language elements 	Formative test	FEEDBACK ON TEST
T4 Wk3	REVISION	Formative test	FEEDBACK ON TEST
T4 Wk4	REVISION	Formative test	FEEDBACK ON TEST
T4 Wk5	REVISION	Formative test	FEEDBACK ON TEST
T4 Wk6	REVISION		FEEDBACK ON TEST