

In-Depth Study

This year you are required to do an in-depth research on one of the topics listed under the "Chinese Speaking Communities" or "The Changing World" Themes in the Curriculum Statement. In-depth study is intended to be more than learning facts and reporting on them. It requires **analysis** and **reflection**.

Purpose

- The purpose of in-depth study is to enable you to extend your understanding of an aspect or aspects of a topic associated with the two themes. The following is a list of topics and subtopics listed under each of the themes:

1. The Chinese-speaking Communities

History and Culture

- Traditions and beliefs
- Festivals and customs
- Legends and fables
- Famous people

Schooling (in China)

- School life (subjects, study, habits, routine)

Lifestyles (in China)

- Leisure
- Sports
- Food types and cuisine
- Media, film, TV

Geography

- Places of interest in China and the Chinese-speaking world
- Urban and rural life (in China or Chinese-speaking communities)

2. The Changing World

Youth Issues

- Entertainment
- Technology in daily life
- The environment

The World of Work

- Work skills and gaining employment
- Careers and occupations

Tourism and Hospitality

- Tourism in Australia or China
- Cross-cultural perspectives

Requirements:

- You are required to produce **3 Summative Tasks:**
 1. An oral presentation in Chinese (3-5 minutes)
 2. A written response on the topic in Chinese (600 characters)
 3. A reflective response in English (600 words, or 5-7 minutes)
- The 3 tasks should differ in context, audience and purpose and be supported by evidence of research, text analysis and preparation.
- You will be assessed not only on the three summative assessment tasks, but you will also be assessed on the **procedural aspects** of the study. Hence, you will need to show evidence of preparation.

These include:

1. A list of words, phrases or expressions
 2. A written plan or cue cards for the oral presentation in Chinese or English.
 3. A draft of the response in Chinese.
 4. A draft of the response in English
 5. Personal notes, paragraphs, or short summaries relating to the text in the student's own words
 6. Personal reflections
 7. Charts, maps, diagrams, pictures as appropriate
 8. A bibliography or references.
- You need to do research. This may be done in either Chinese or English. When doing your research, **keep a precise bibliography** and develop your own set of research notes. The aim of this research is to follow specific areas of interest which you may have and/or to supplement the information you have been provided with in class.
 - You need to keep a record of the following to facilitate the writing of your reflective response at the end of the in-depth process:
 - how the research experience was similar to or different from your preconceptions
 - how the research has influenced your thinking about language and culture
 - how cultures, values, ideas, practices, and beliefs are represented or expressed in the texts studied
 - how the research has influenced your own understanding or perspectives on issues/topics
 - learning that was new, surprising, or challenging
 - how the learning may have changed your thinking
 - how the in-depth study has increased your understanding of the Chinese – speaking communities
 - how your learning in your in-depth study has contributed to your understanding of yourself (e.g. identity, culture(s), values)

Texts:

- Texts chosen for your research depend on the availability of resources, the level of the language and the preference of the teacher and students.
- Texts could include literary/aesthetic texts (short stories, poems, films) or informational type texts (articles, documentaries...) as well as guest speakers, websites etc.
- Text = any form of expression of the language (broad interpretation)
- Texts may be in Chinese, subtitled or in English if appropriate
- A range of texts relating to the subject of the in-depth study must be used for analysis and interpretation (at least **3** of these should be in Chinese).

Criteria for judging performance:

Ideas

I1 Relevance

- relevance to context, purpose, audience, and topic
- conveying appropriate detail, ideas, information, or opinions
- creating interest and engaging the audience.

I2 Depth of treatment of ideas, information, or opinions

- depth and breadth of content
- elaboration of ideas and support of opinions
- planning and preparation.

Expression

E1 Capacity to convey information accurately and appropriately

- range of expression (i.e. linguistic structures and features)
- accuracy of expression (i.e. linguistic structures and features, grammar)
- use of cohesive devices
- appropriateness of expression, including cultural appropriateness
- clarity of expression, including fluency, pronunciation, and intonation.

E2 Coherence in structure and sequence

- organisation of information and ideas
- use of the conventions of text types.

E3 Capacity to interact and maintain a conversation and discussion

- interaction on topics (i.e. relating to the interlocutor, interest in the topic)
- use of communication strategies (i.e. comprehension, responding to cues)
- fluency of responses.

Interpretation and Reflection

IR3 Reflection

- reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts
- reflection on own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied
- reflection on own learning.

Possible Topics:

1. 中国的教育

Research into the education and schooling in China;

- Educational philosophy: traditional vs modern
- Schooling systems and expectations.
- Compare and contrast with Australia.

2. 中国人的家庭教育

Research into family education in China, look at how it has changed over the last few decades and investigate the reason for the changes and make comparisons with family education in the West.

3. 中国人的家庭

- Past and Present
- The importance of family lineage.
- The importance of male offspring.
- The role of women in the family.
- Recent changes as a result of government policies.
- Impact of the changes on the society.

4. 中国的年轻人

Research into the changing youth culture in China:

- Relationships of the youth; between parents and youth and between youths.
- Leisure culture among the youths.
- Investigate any change in social values and the reasons for these changes.
- Any western influence? Or it is just a changing society?
- Can the youth preserve the Chinese cultural heritage?

5. 年轻人的不良习惯

Research into the bad habits of youth in China.

- The age group
- The types of bad habits
- The crimes
- Effect to the society

6. 中国的网络发展

Research the internet development in recent years in China.

- How people's life has been changed
- Social media platforms
- The Effects to the way of life: pros and cons

7. 中国人的业余活动

Research into the leisure activities in China, whether these activities are different from the West and whether the traditional culture plays an important role in the leisure life of the people.

- Leisure and entertainment
- Cultural Activities, e.g. Martial arts, Chinese paintings, Peking Opera...etc.
- Sporting activities
- How the new technology has changed the leisure activities of the Chinese people
- Whether the new technology has put an end to many of the traditional activities and art form.

8. 中国的饭菜

Research into how food is used in the society and how it serves the needs of the people in fulfilling the traditional role and the changes.

- Different cuisine in the different region of China (may choose to focus on a specific cuisine)
- Whether there is any change in Chinese cuisine in recent years?
- Whether there is any change in the way people eat in recent years? (餐桌礼仪)
- What caused the changes?
- Has globalization affected food in China?
- How do you view the changes?

7. 中国的古迹

Research into the history, the current condition, preservation and the effect of tourism relating to the chosen site.

- Places of interest in China
- Beijing: The Forbidden City, The Summer Palace, The Great Wall of China...etc.
- Connect this issue with environmental issue.

8. 中国的环境

Research the environmental conservation effort in China, the extent of the pollution and what has been the key issues and obstacles in preserving country's natural resources.

- Reasons for pollution.
- The Three Gorges Dam (the pros and cons of building the Dam, the effect on the environment).
- Conservation efforts.
- The natural habitats of pandas...etc.

9. 中国的节日

Research into a festival in China; compare that with one of the festival in Australia.

- The traditional festivals.
- Practices or etiquettes and the significance of the practices.
- Comparisons with Western celebrations.
- Whether traditional festivals have a role in modern China.
- Whether globalization has affected the way Chinese view their traditional festivals.
- What do the Chinese think of the western celebrations being celebrated in China.

10. 中国妇女的地位

Research the role of women in China, investigate the changes happened in the last few decades. What brought about the changes?

- The traditional role of women.
- The changes in recent years.
- How it has affected the social structure.
- How it has affected women's vocations in China.

11. 中国的名人

Research into the life of a famous Chinese person (e.g. Deng Xiaoping, Zhang Yimou, Chinese film stars, sports star ...etc.).

- Why do you want to investigate this person?
- How did he/she become famous?
- What is his/her influence on the life of people in China.

12. 中国的人口...