

## **Acknowledgement**



**Australian Government**

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Employment and Workplace Relations under the School Languages Program.

# **Heritage Chinese**

## **Draft Course of Study**

### **at Senior Secondary Level**

### **October 2009**



*COLLABORATIVE CURRICULUM AND ASSESSMENT FRAMEWORK FOR LANGUAGES*  
*AUSTRALIA*

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## Contents

1	Background Information .....	4
1.1	Design of the Heritage Chinese Draft Course of Study at Senior Secondary Level .....	5
1.2	Specific issues to be considered during consultation on the draft course of study .....	5
1.3	The Development Process .....	5
1.4	Timeline for the development of Heritage Languages Courses at Senior Secondary Level .....	6
1.5	Assisting Respondents .....	7
1.6	Consultation .....	7
2	Structure of the Draft Course of Study .....	8
3	Introduction to Heritage Chinese at the Senior Secondary Level .....	9
3.1	The Language .....	9
3.2	Description of Target Group .....	9
4	Rationale .....	10
5	Aims, Objectives and Outcomes .....	12
5.1	Aims .....	12
5.2	Objectives .....	13
5.3	Outcomes .....	14
6	Content .....	15
6.1	Issues, Perspectives and Contexts .....	19
6.1.1	Issues .....	19
6.1.2	Perspectives .....	20
6.1.3	Contexts .....	20
6.2	Personal Investigation .....	21
6.3	Texts .....	22
6.4	Tasks .....	22
6.5	Characters .....	23
6.6	Grammar .....	23
7	Other considerations .....	28
7.1	The place of English .....	28
7.2	The role of digital technologies .....	28
7.3	Dictionaries .....	29
8	Assessment .....	30
8.1	School Assessment .....	30
8.2	External Examination .....	30
	Attachment 1 Character List .....	33
	Attachment 2 List of suggested resources .....	37
	Appendix	
1	Continuum of Learning .....	41
2	Assessment in Stage 6 (NSW) .....	42

## **1 Background Information**

The project, *Development of Chinese (Mandarin), Japanese, Indonesian and Korean Language Courses for Heritage Speakers at the Senior Secondary Level (Curriculum Framework and Courses of Study)* was proposed by the Office of the Board of Studies NSW on behalf of the Australasian Curriculum Assessment and Certification Authorities (ACACA) in October 2008 and approved by the Department of Education, Employment and Workplace Relations (DEEWR) in December 2008. It is funded as a national project through the School Languages Program (SLP).

The project is being led by the New South Wales Board of Studies in collaboration with the Victorian Curriculum and Assessment Authority and the SACE Board of South Australia on behalf of ACACA, from its commencement in December 2008 until its completion in September 2010. The Curriculum Framework and Courses of Study will be 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 purpose of the project is to develop a national curriculum framework and courses of study in Chinese (Mandarin), Japanese, Indonesian and Korean for Heritage Speakers at the senior secondary level to cater for students whose language background and/or experiences make them ineligible for the Continuers course of study, but for whom the Background Speakers course is too advanced.

It is anticipated that the provision of courses for Heritage language learners will encourage these students to study one of the four targeted Asian languages. It will also make a significant contribution to the work of the Australian Curriculum, Assessment and Reporting Authority in the development of a national curriculum for languages.

The preparation of this draft course of study is the third step in the development of the *Heritage Chinese Course of Study at Senior Secondary Level*.

The first step was a curriculum review which included findings of educational research relating to national and international practice, an evaluation of the existing national provision of languages courses and responses gathered at a National Forum attended by key stakeholders from across Australia. An evaluation report highlighting broad directions for the development of a curriculum was submitted to DEEWR and subsequently endorsed in March 2009.

The second step was the development of a framework for Heritage Languages Courses at Senior Secondary Level for consultation and endorsement by the Project Steering Committee. This involved:

- distribution of the draft framework and survey instrument to:
  - teachers in NSW, Victoria and South Australia
  - academic educators from the university sector
  - representatives from professional associations and community groups
  - educational organisations
- qualitative analysis of the survey responses
- submissions from the departments of education in NSW, Victoria, South Australia and Western Australia
- meetings with teachers and key interest groups.

Following consultation, the draft framework was revised to address a variety of issues raised by respondents and the amended version subsequently became the basis for the writing of draft courses of study in the four languages. The consultation report and the framework are published on the Board's website.

Consultation will continue to be of vital importance as the project to develop the courses of study proceeds towards publication of the new *Heritage Chinese Course of Study at Senior Secondary Level* available for implementation with Year 11 in 2011.

### **1.1 Design of the Heritage Chinese Draft Course of Study at Senior Secondary Level**

The preparation of the draft course of study has been in accordance with the *Framework for Heritage Languages at Senior Secondary Level*. Consultation on the *Heritage Chinese Draft Course of Study* will provide key stakeholders with the opportunity to comment on ways in which the requirements of the framework apply to the *Heritage Chinese Course of Study at Senior Secondary Level*.

### **1.2 Specific issues to be considered during consultation on the draft course of study**

During consultation on the draft framework and the development of the draft courses of study, the following issues were identified and addressed:

- the clarity of the description of the target group
- the need to foreground the intercultural orientation of the course
- the prescription of character lists for Chinese and Japanese
- the expected level of language skills to be acquired at the end of the course
- the interrelationships between the components of the Content
- the number and appropriateness of the Issues
- the need to articulate more clearly the concept of bilingual and bicultural identity
- the structure and requirements of the external examination.

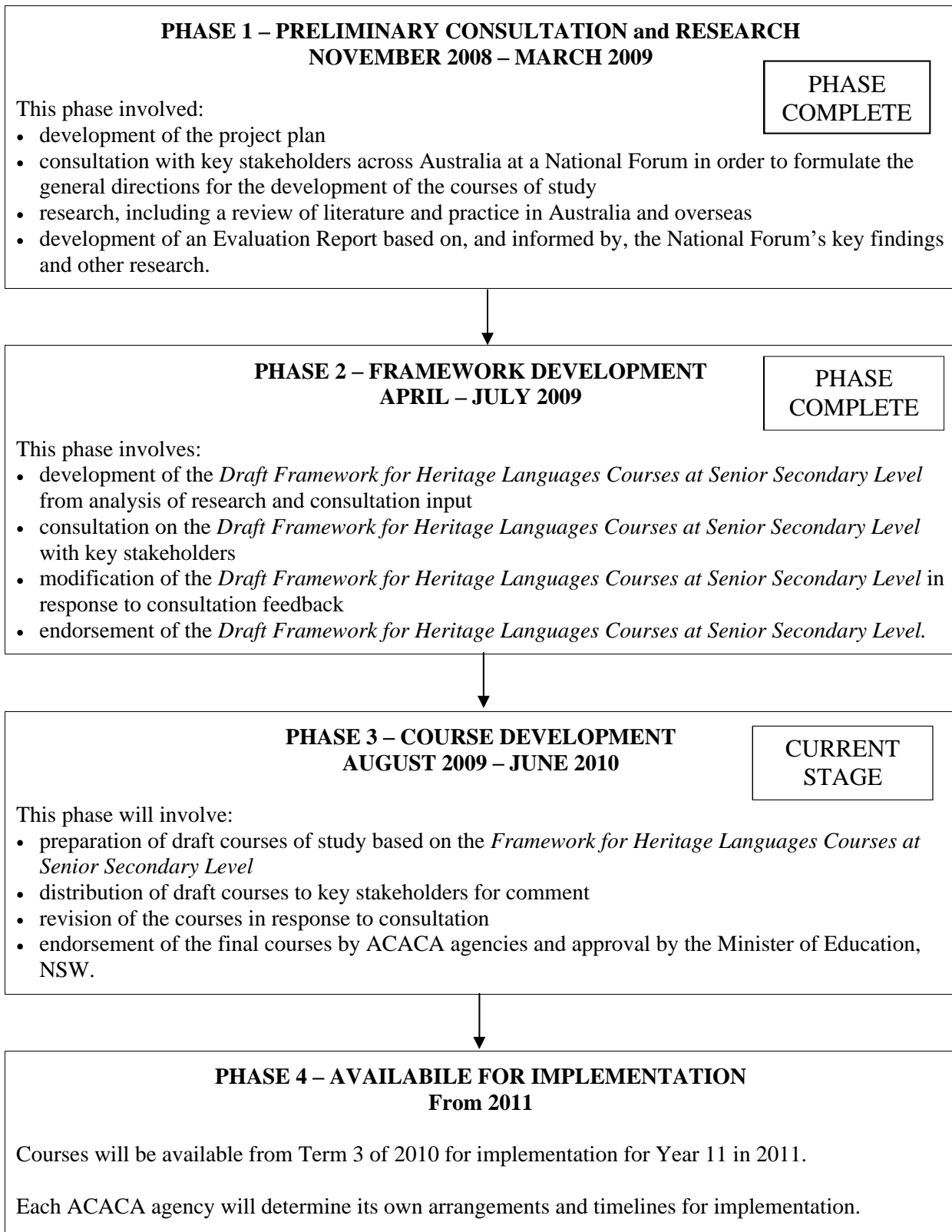
The survey that accompanies this draft course of study restates these issues and provides opportunities for key stakeholders to comment.

### **1.3 The Development Process**

The development process uses a project management approach and involves four phases. It provides opportunities for wide consultation with teachers and other interest groups in order to receive the highest quality advice from across the education community.



The process and timelines for the development of the courses of study are provided below.

## 1.4 Timeline for the development of Heritage Languages Courses at Senior Secondary Level



## 1.5 Assisting Respondents

The following icons are used to assist respondents:

 <b>For your information</b>	<i>This icon indicates general explanatory information that assists in understanding the information contained in the framework.</i>
 <b>Please comment</b>	<i>This icon indicates material for which responses and views are sought.</i>

## 1.6 Consultation

The *Heritage Chinese Draft Course of Study* is accompanied by a consultation survey. The purpose of the consultation is to obtain detailed comments from individuals and systems/organisations on the *Heritage Chinese Draft Course of Study at Senior Secondary Level*. Please comment on both the strengths and weaknesses of the draft course of study and make suggestions as appropriate. Comments will be taken into account when the draft syllabuses are modified. This is an opportunity to contribute directly to the design of high quality courses of study.

You can respond to the draft course of study by either:

Forwarding your responses to the focus questions to:

The Administrative Officer, Languages  
Heritage Languages Project  
Office of the Board of Studies NSW  
GPO Box 5300  
SYDNEY 2001

**OR**

Sending your responses by email to:

lyn.sully@bos.nsw.edu.au or marjory.ellsmore@bos.nsw.edu.au

**OR**

Completing the online survey on the Board's website:

< <http://www.boardofstudies.nsw.edu.au/national/>>.

## **2 Structure of the Draft Course of Study**

The draft course of study has the following elements:

### Introduction

- The Language
- Description of Target Group

### Rationale

#### Aims, Objectives and Outcomes

- Aims
- Objectives
- Outcomes
- Table of Objectives and Outcomes

### Content

- Content
- Issues, Perspectives and Contexts
- Personal Investigation
- Texts
- Tasks
- Characters
- Grammar

### Other considerations

- The place of English
- The role of digital technologies
- Dictionaries

### Assessment

- External Examination

### Character List

### List of suggested Resources

### Appendix (NSW)

- Continuum of Learning
- Assessment in Stage 6

### 3 Introduction to Heritage Chinese at the Senior Secondary Level

#### 3.1 The Language



**For your  
information**

The language to be studied and assessed is the modern standard version of Chinese.



**Please  
comment**

The language to be studied and assessed is the modern standard version of Chinese.

For the purpose of this syllabus, modern standard Chinese is taken to be *Putonghua* in the spoken form and simplified characters in the written form. This does not preclude the use of written texts in full form (complex) characters.

Throughout the Chinese-speaking communities, modern standard Chinese may also be known as Mandarin, *Guoyu*, *Huayu*, *Hanyu*, *Zhongwen* and *Zhongguohua*. The romanised form of the character text is *Hanyu Pinyin*.

#### 3.2 Description of Target Group



**Please  
comment**

Heritage language students are typically those who have been brought up in a home where the Chinese language is used and have a cultural connection to the target language. They have some degree of understanding and knowledge of Chinese, although their oral proficiency is typically more highly developed than their proficiency in the written language. These students have received all or most of their formal education in schools where English (or a language different from the target language) is the medium of instruction and are therefore to some extent bilingual.

This course recognises the varying degrees of affinity with the culture of the target language and the diversity of knowledge and skills in the target language that students will have acquired prior to enrolling in the Heritage language course. However, at entry level to the course, students will have typically undertaken formal study of Chinese:

- in a community, primary and/or secondary school in Australia and/or
- in a school where the target language was the medium of instruction up to the age of ten.

*Eligibility criteria will apply. These will be advised by each state and territory.*

## 4 Rationale

### i

#### For your information

The **rationale** describes the nature of the subject in broad terms and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum.



#### Please comment

The study of Chinese contributes to the overall education of students, particularly in the areas of communication, intercultural understanding, literacy, cognitive and social development and general knowledge. The study promotes understanding of different attitudes and values within the wider Australian community and beyond, recognising multilingualism and multiculturalism as an integral part of Australian society.

The study of Chinese in this language course will develop in students a strengthened sense of personal, linguistic and cultural identity that will serve to enhance a mature and positive bilingual and bicultural identity.

The Heritage language course will allow students to build on and further develop language skills already acquired, through engagement with the Chinese-speaking community, locally and overseas, and through the study of contemporary texts and issues. These experiences will provide students with a level of language proficiency that will enable them to undertake further study and operate effectively in a range of local, regional and global contexts.

China has a significant profile in economic, political and cultural developments. Chinese is the language of communication of one of the world's largest populations. It is one of the official languages of the United Nations. Amongst the many spoken varieties of the language, Mandarin/*Putonghua*/*Guoyu*/*Huayu*, or Modern Standard Chinese, is pre-eminent.

Australia has a strong connection through trade, political and cultural contacts with both the People's Republic of China and other nations where Chinese communities are important contributors to their growth and diversity.

There is a long history of Chinese migration to Australia and the Chinese community now forms one of the largest minority groups in this country. The community has long provided opportunities to support the learning of the Chinese language and the maintenance of its cultural heritage. In addition, opportunities to learn Chinese have greatly increased in all education sectors across Australia.

Heritage learners bring to their language learning unique prior knowledge and experience in Chinese and English. The provision of a course for these learners will allow for an even greater number of young Australians to learn Chinese, which will equip them with communication skills beyond community and national boundaries in a globalised world.

The cultural, intellectual and social benefits of language learning reach beyond the individual to society as a whole. Languages are a national resource that serve communities within Australia and enable the nation to engage effectively with the global community.

The Australian Government has placed a high priority on Australians ‘becoming Asia literate’ (*Melbourne Declaration of Educational Goals for Young Australians, 2008*). The government has also recognised the importance of developing political, social and cultural links with close and influential neighbours and the strategic importance of learning the Chinese language in relation to the economic future of Australia. The study of the Heritage language course will make a significant contribution to these priorities for the future of Australia.

## 5 Aims\*, Objectives\* and Outcomes\*

\* Use of these terms will be determined by the relevant agency.

### 5.1 Aims



#### For your information

The **aims** provide a succinct statement of the overall purpose of the course. They indicate the general educational benefits that are to accrue for students from programs based on the course of study.



#### Please comment

The Chinese Heritage language course aims to develop and enhance the bilingual and bicultural background of Heritage language learners by improving their linguistic and intercultural knowledge, understanding and skills. It aims to develop in them the ability to:

- use Chinese to communicate in a range of contexts
- understand how language works as a system
- appreciate their Chinese linguistic and cultural heritage
- understand how culture and identity are created and expressed through language
- make connections between Chinese and English
- apply Chinese to work, further study, training or leisure.

These aims assist students to live and work successfully as linguistically and culturally aware citizens of the world.

## 5.2 Objectives



### For your information

**Objectives** provide statements of the intent of the course. They amplify the aims and provide directions to teachers on the teaching and learning process requirements of the course. They define, in broad terms, the skills, knowledge, understanding and values to be developed through study in the subject. They act as organisers for the intended outcomes.



### Please comment

In a Heritage language course students develop the capability to communicate effectively and appropriately in a variety of contexts for a range of purposes within and across languages and cultures. Developing intercultural understanding involves the integration of language, culture and learning. For learners who study their heritage language, it provides a strengthened sense of identity.<sup>1</sup>

Students will be able to achieve the following objectives:

1. interact with others to exchange meaning in spoken Chinese
2. create texts to express meaning in written Chinese
3. analyse spoken and written texts in Chinese to interpret meaning.

Through this learning, students make connections between Chinese and English and between their heritage culture and other cultures. Students learn about the nature of language, how language works as a system and about the cultural contexts in which languages are used.

Meeting the objectives will involve the skills of listening, speaking, reading and writing, either individually or in combination.

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<sup>1</sup> Ministerial Council on Education, Employment, Training and Youth Affairs 2005, *National Statement and Plan for Languages in Australian Schools 2005–2008*, South Australia.

### 5.3 Outcomes

#### i

#### For your information

Course **outcomes** express the specific intended results of learning. They provide clear, specific statements of the knowledge, understanding, skills and values that each student is expected to achieve as a result of effective teaching and learning in Chinese. They are derived from the objectives.



#### Please comment

OBJECTIVE	OUTCOMES
Students will: 1. interact with others to exchange meaning in spoken Chinese	A student: 1.1 uses strategies to maintain communication 1.2 exchanges information and justifies opinions and ideas 1.3 expresses personal opinions, emotions and feelings 1.4 presents information and ideas appropriate to context, purpose and audience 1.5 recognises and uses language appropriate to different cultural contexts 1.6 constructs bilingual and bicultural identity through interacting with others
2. create texts to express meaning in written Chinese	2.1 sequences and structures information and ideas 2.2 uses appropriate linguistic features and structures to convey information, ideas, emotions and opinions 2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences 2.4 applies knowledge of cultural concepts and perspectives to the creation of texts 2.5 expresses ideas and opinions from a bilingual and bicultural perspective
3. analyse spoken and written texts in Chinese to interpret meaning	3.1 summarises information and ideas from texts 3.2 synthesises information and ideas from texts 3.3 infers points of view, opinions and attitudes expressed in texts 3.4 responds to texts personally and critically 3.5 analyses the way in which culture and identity are expressed through language 3.6 reflects on values, beliefs, practices and ideas expressed in texts

## 6 Content

### i

#### For your information

Course **content** reflects a balance between the acquisition of knowledge and the processes of learning so that students are encouraged to engage in, take responsibility for, and continue their own learning. It includes statements of **knowledge, understanding and skills** that are derived from the outcomes and describe the substance of the subject matter that is to be studied.



#### Please comment

The course content is to be studied through the through a set of **issues** that will allow students to focus on broad areas of interest related to their own personal world, and the world in which they will live, work and study in the future. Students will develop communicative capabilities and intercultural understanding by expressing ideas and interpreting texts drawn from **contexts** of language use viewed from three **perspectives**.

Study of Chinese through a **personal investigation** of a particular aspect of one of the **issues** in an area of personal interest, individual strength or cross-curricular expertise will allow students to extend their linguistic and intercultural knowledge and understanding.

Content provides the basis for planning programs of study and units of work.

### **Objective 1. Interact with others to exchange meaning in spoken Chinese.**

#### **Outcomes**

A student:

- 1.1 uses strategies to maintain communication
- 1.2 exchanges information and justifies opinions and ideas
- 1.3 express personal opinions, emotions and feelings
- 1.4 presents information and ideas appropriate to context, purpose and audience
- 1.5 recognises and uses language appropriate to different cultural contexts
- 1.6 constructs bilingual and bicultural identity through interacting with others.

#### **Key knowledge, understanding and skills**

At the completion of this course students will be able to:

- use vocabulary and expressions accurately and appropriately
- manipulate Chinese to communicate effectively in a range of contexts, such as conversations, speeches, reports, discussions, debates, presentations and interviews

- express personal opinions, give reasons for actions or emotions to justify or elaborate on a point of view
- understand and apply knowledge of complex linguistic structures to expand and/or qualify a message or imply meaning
- apply knowledge of register to interact with reference to context, purpose and audience
- apply knowledge of sociolinguistic conventions to select language appropriate to a variety of social situations
- understand the nature of culture and identity in interpersonal interactions.

### **Additional language-specific knowledge, understanding and skills**

- apply knowledge of tones to convey meaning
- use appropriate speech patterns with authentic intonation
- apply knowledge of register when interacting
- apply knowledge of authentic expressions, such as idioms and colloquialisms.

## **Objective 2. Create texts to express meaning in written Chinese.**

### **Outcomes**

A student:

- 2.1 sequences and structures information and ideas
- 2.2 uses appropriate linguistic features and structures to convey information, ideas and opinions
- 2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences
- 2.4 applies knowledge of cultural concepts and perspectives to the creation of texts
- 2.5 express ideas and convey a position from a bilingual and bicultural perspective.

### **Key knowledge, understanding and skills**

At the completion of this course students will be able to:

- understand the principles of text organisation and structure to develop ideas coherently and logically when constructing texts
- sequence thoughts and structure ideas in a logical manner using complex language
- manipulate Chinese 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
- apply a range of vocabulary and grammatical structures across a variety of contexts to develop ideas and share information and opinions
- extend knowledge of grammatical structures by accessing resources such as dictionaries
- vary the structure and format of texts appropriate to context, purpose and audience

- use culturally appropriate language when creating and presenting texts
- express insights from a personal point of view and in comparison with those of others
- use resources to build vocabulary and check spelling and grammar.

### **Additional language-specific knowledge, understanding and skills**

- apply knowledge of radicals in the formation of *Hanzi*
- use authentic expressions, such as idioms and colloquialisms appropriately
- apply word processing skills, such as input methods for Chinese to create texts

### **Objective 3. Analyse spoken and written texts in Chinese to interpret meaning.**

#### **Outcomes**

A student:

- 3.1 summarises information and ideas from texts
- 3.2 synthesises information and ideas from texts
- 3.3 infers points of view, opinions and attitudes expressed in texts
- 3.4 responds to texts personally and critically
- 3.5 analyses the way in which culture and identity are expressed through language
- 3.6 reflects on values, beliefs, customs and ideas expressed in texts.

#### **Key knowledge, understanding and skills**

At the completion of this course students will be able to:

- 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
- understand the relationships between ideas in texts to, for example, discriminate between fact and fiction and between cause and consequence
- use textual cues and their understanding of text structure to interpret meaning
- apply knowledge of linguistic and stylistic features to infer meaning in texts
- express a point of view when responding to texts
- adapt linguistic features to persuade, convince or discuss when responding to texts
- compare and contrast diverse cultural perspectives as they are expressed in texts
- analyse ways in which language and texts reflect and influence values and behaviours
- reflect on and discuss diverse ideas, viewpoints and practices to deepen understanding of self and others.

**Additional language-specific knowledge, understanding and skills**

- scan texts for known *Hanzi* when reading for gist
- apply knowledge of radicals and use contextual clues to determine meaning in written texts
- refer to dictionaries to establish meaning of unknown *Hanzi*
- understand the use of authentic language, such as idioms and colloquialisms.

## 6.1 Issues, Perspectives and Contexts



**Please  
comment**

### 6.1.1 Issues

The study of **Issues** will be undertaken through a range of texts and interactions viewed from the **Perspectives** and drawn from the **Contexts**. Students will develop the ability to reflect on and respond to aspects of the language and culture of Chinese-speaking communities locally, regionally and globally.

- **Young people and their relationships**  
In studying this issue, students will be expected to consider their relationships with family and friends both locally and internationally.
- **The changing nature of work**  
In studying this issue, students will be expected to consider how changes in technology, education, careers and aspirations affect employment.
- **The environment**  
In studying this issue, students will be expected to consider a range of environmental problems, individual responsibility and international cooperation/perspectives.
- **The individual as a global citizen**  
In studying this issue, students will be expected to consider individual involvement in global issues and the impact of global events on individuals.
- **Traditions and values in a contemporary society**  
In studying this issue, students will be expected to consider their personal identity, changing values in society and how traditions and values are maintained in the Australian context.
- **Pop culture**  
In studying this issue, students will be expected to examine pop culture and its influences on young people today.
- **Chinese people and culture in the international context**  
In studying this issue, students will be expected to consider the popularisation of Chinese culture and migration experiences locally and internationally.

### 6.1.2 Perspectives



**Please  
comment**

The issues should be studied through three interdependent **Perspectives**:

*Personal* – individual identity

*Community* – connections with the target community locally, regionally and worldwide

*International* – connections with the world as a global citizen.

Engaging with the issues from the three perspectives provides students with opportunities to understand how language is created for particular purposes and how it can be understood differently by different audiences. In responding to texts, through discussion, interaction, enquiry and reflection, students develop their own understanding of the issues. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections in comparison with others.

These perspectives provide a means through which the students' personal identity and that of others can be explored.

### 6.1.3 Contexts



**Please  
comment**

The way language is used varies according to contexts of language use. **Contexts** provide opportunities for students to explore and convey personal understandings, in print and in interpersonal interactions, in particular circumstances and for particular audiences.

The contexts of language use listed below are those that Heritage languages learners are likely to have experienced and are likely to encounter in the future. In investigating issues through the perspectives, these are the sorts of contexts that teachers should draw from in providing authentic examples of how language is used.

- **Social and Community** settings (such as discussions, interviews, letters, job applications, social networking websites)
- **Contemporary Literature and the Arts** (such as film, literature, song)
- **Media** (such as television, newspapers, radio, the internet).

## 6.2 Personal Investigation



**Please  
comment**

Students come to this course with a variety of levels of language experience and a wide range of aspirations. The **Personal Investigation** will allow students to reflect on their own learning and their own personal and cultural identity in Chinese by making links with their heritage. The language skills and intercultural understanding developed through the Personal Investigation will complement and be integrated with those developed in the whole of the course.

Students investigate their area of interest from one of the **Issues**. The **Perspectives** will provide a focus for the investigation of language either from one of three perspectives in depth, or more broadly across two or three perspectives. Texts drawn from the **Contexts** form the basis of this study and could include, for example, film, newspaper article, song, documentary, short story, extended interview, extracts from works of fiction and non-fiction, electronic texts or oral history, either in their original form or adapted.

In order for students to be able to explore their area of personal interest in depth, a range of different texts in Chinese are to be selected. Teachers will support and guide students in their choice of texts and research. The number of chosen texts depends on their nature. They should be sophisticated enough to enable students to demonstrate high-order skills in engaging with their chosen area of investigation.

The nature and scope of the Personal Investigation is outlined in the school assessment requirements and external examination specifications.

### **Key knowledge, understanding and skills**

At the completion of the Personal Investigation students will be able to:

- use their personal understandings and experiences to examine topics of personal interest
- summarise and synthesise information from a variety of sources and forms, such as oral, print, visual and multimodal texts
- evaluate information for accuracy, currency and relevancy
- organise information and ideas in a presentation for a particular context, purpose and audience
- use strategies developed throughout the course and resources to access and build on vocabulary and language structures
- make connections between their own values, beliefs, ideas and experiences and those of others represented in texts
- reflect on ways in which texts inform their own understandings of or perspectives on issues
- appraise their own effective communication skills and those of others
- use a variety of modes of presentation to convey personal opinions and ideas.

*The parameters of the **Personal Investigation**, its role in assessment and when it will be introduced in the course will be elaborated by states and territories.*

### **6.3 Texts**



#### **For your information**

The term ‘text’ refers to any form of communication – spoken, written or visual. Students should be made aware of the defining characteristics of different texts.

Students will read, listen to and view a range of authentic texts, either in their original or adapted form, in Chinese relevant to the content of the course. English language texts may also provide opportunities to engage with the course content.

By engaging with these texts, students will also develop skills which will allow them to reflect on their own and other cultures, and to make connections between Chinese and English, and/or other languages. Students will also create a range of texts relevant to the content of the course appropriate to a variety of contexts, purposes and audiences.

### **6.4 Tasks**



#### **For your information**

This course recognises the importance of tasks as an organising principle in structuring a program that allows students to work towards meeting the [objectives] and [outcomes].

Tasks, which are broadly defined as opportunities for the purposeful use of language, must be selected and designed so that students can develop and demonstrate knowledge, skills, and understanding at increasingly sophisticated levels.

Tasks can be described as having five elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated or imagined, and may include aspects such as where, when, who is involved)
- an audience (the person or people at whom the task is directed)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task).

## 6.5 Characters



**Please  
comment**

A list of characters for productive use will be provided in a separate document (Attachment 1). Characters for receptive use will not be prescribed. It is expected that students will expand their knowledge of a range of characters relevant to the content of the course.

## 6.6 Grammar



**For your  
information**

### **Grammar**

Grammar can be described as the organisation and relationship of all the elements that constitute a language as it functions.



**Please  
comment**

Students typically may already have acquired a significant understanding of the function of grammar in Chinese through prior knowledge, experience or study of Chinese. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending students' awareness of the system of structures that underpin the language, as well as their ability to apply and adapt this knowledge.

Students studying Chinese are expected to recognise and use the following grammatical structures by the end of the course. They should be read in conjunction with the content of the course of study.

<b>Grammatical item</b>	<b>Sub-elements</b>	<b>Example(s)</b>
Words 字词	Notional words 实词	
	Noun 名词	朋友、他、孙中山、小时
	Verbs 动词	觉得、有、看、做
	Auxiliary verbs 助动词	能、会、应该、可以
	Adjectives 形容词	快、干净、漂亮、高兴、马虎
	Numerals 数词	两、零、个、十、百、千、万、亿
	Measure words 量词	个、辆、种、本
	Pronouns 代词	你、这儿、每、谁、哪、几
	Functional words 虚词	
	Adverbs 副词	很、都、已、经、还、又、也、只、就、才、先、再
	Prepositions 介词	从、被、到、在、离、给、替、对、向、用、把
	Conjunctions 连词	和、跟、但是、只要
	Particles 助词	的、地、得、过、了、呢、吧、呀
	Interjections 叹词	哎呀、喂
Onomatopes 象声词	乒乒、哗啦	
Phrases 词组	The Coordinative Phrases 联合词组	活泼可爱

	<b>The Subject-Predicate Phrase</b> 主谓词组	语气柔和
	<b>The Verb-Object Phrase</b> 动宾词组	逛商场、说不出话
	<b>Endocentric Phrase</b> 偏正词组	非常倒霉、灰灰的天空
	<b>Numeral-Measure Word Phrase</b> 数量词组	一朵朵云
	<b>The Complementary Phrase</b> 补充词组	休息一会儿、跳得非常好
	<b>The Phrase Locality</b> 方位词组	学校前面
	<b>The Oppositive Phrase</b> 同位词组	首都堪培拉、咱们大家
	<b>The Set Phrase</b> 固定词组	英联邦国家、共和国、以前
	<b>The Prepositional Phrase</b> 介词词组	从现在开始、在草地上
<b>Sentence Elements</b> 句子成分	<b>Subject</b> 主语	羊吃草。
	<b>Predicate</b> 谓语	他听流行歌曲。
	<b>Object</b> 宾语	妹妹打篮球。
	<b>Attributive</b> 定语	我看武打电影。
	<b>The Adverbial Adjunct</b> 状语	她无心上学。
	<b>Complements</b> 补语	他做完作业了。
<b>Types of Sentence</b> 句子种类	<b>Simple Sentence</b> 单句	

	<b>Subject-Predicate Sentence</b> 主谓句	爸爸送我生日礼物。
	<b>Non Subject-Predicate Sentence</b> 非主谓句	小心火车！ 下雨了！
	<b>Declarative Sentence</b> 陈述句	飞机起飞了。
	<b>Interrogative Sentence</b> 疑问句	你考完试了吗？ 你为什么没有打电话？ 什么地方最好玩儿？ 你不是去过中国吗？
	<b>Imperative Sentence</b> 祈使句	不许吸烟！ 请坐！
	<b>Exclamatory Sentence</b> 感叹句	今年的夏天真热啊！ 好极了！
<b>Complex Sentence</b> 复句	<b>Coordinative Relation</b> 联合关系	又.....、又..... 一边.....、一边..... 一面.....、一面..... 一方面.....、一方面..... 不是.....、而是..... .....或者.....
	<b>Successive Relation</b> 承接关系	(先) .....然后 (再、接着) ..... .....、就..... 一.....、就.....
	<b>Progressive Relation</b> 递进关系	.....、还..... 不但.....、而且 (还、也、又) .....
	<b>Alternative Relation</b> 选择关系	(还是) .....、还是..... 或者.....、或者..... 不是.....、就是.....
	<b>Adversative Relation</b> 转折关系	虽然.....、但是..... 尽管.....、但是..... .....、反而..... .....、却.....
	<b>Causative Relation</b>	因为.....、所以.....

	因果关系	由于.....、..... .....、因此..... 既然.....、就.....
	Conditional Relation 条件关系	不管.....、都（也）..... 不论.....、都（也）..... 无论.....、都（也）..... 只要.....、就..... 只有.....、才..... 除非.....、才..... 一.....、就.....
	Suppositive Relation 假设关系	要是.....、就..... 如果.....、就..... 假如.....、就..... 假使.....、就.....
	Purposive Relation 目的关系	.....、好..... .....、为的是.....
	Preference Relation 取舍关系	宁可.....、也..... 与其.....、不如.....

## **7 Other considerations**

### **7.1 The place of English**



**Please  
comment**

Heritage learners live in the Australian context with considerable socialisation into the Australian community culture and the English language, particularly through schooling. While recognising that these learners may operate in two or more languages, the primary purpose of the course is to provide learners with opportunities to become more proficient and literate in Chinese in an expanding range of contexts. Using the target language as the primary medium of instruction will maximise these learning opportunities in the classroom.

As bilingual individuals, Heritage learners regularly move between the target language and English depending on the context of language use. This capacity to mediate meanings between users of both English and Chinese is a valuable skill and developing this skill should be an integral part of a balanced curriculum for Heritage learners. The use of English has a role in learning and in assessment in allowing students, for example, to interpret cultural and contextual meanings in texts, including analysis of linguistic structures and cultural and stylistic features.

### **7.2 The role of digital technologies**



**Please  
comment**

The incorporation of information and communication technologies (ICT) is an important consideration in the teaching and learning of languages. Although it is not a mandatory requirement of this course, when students can access diverse authentic contexts with ease and speed the boundaries of the classroom are extended.

ICT can be used to appropriately access, manage and evaluate information, develop new understanding and communicate with others in order to participate effectively in the language and culture being studied.

The internet and other digital technologies offer numerous opportunities for students to access ways of interacting with communities around the world, bringing them into contact with the lives and cultures of people in their own and other localities and countries. It is the medium with which 21st century students are most comfortable.

Students and teachers have access to a wide range of authentic resources in Chinese available online, including interactive materials which can bring all four languages skills into the classroom. Establishing networks and partnerships, such as sister-school relationships online will also provide opportunities for students to interact in Chinese, enhancing their linguistic and intercultural knowledge, understanding and skills.

The work of students can be captured, monitored, stored and assessed through digital technologies such as blogs, wikis, podcasts, email and video conferencing.

### **7.3 Dictionaries**



**Please  
comment**

Students should be encouraged to use dictionaries to support their learning. In classroom settings, these can include, print, electronic and on-line dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively.

*Advice on the use of monolingual and/or bilingual print dictionaries in external examinations will be provided by state and territory authorities.*

## 8 Assessment

### 8.1 School Assessment

*This section will be determined by the relevant agency.*

### 8.2 External Examination



**Please  
comment**

The external examination will consist of an oral examination worth 20 marks and a written examination worth 80 marks.

The external written examination will be the same examination in all states and territories.

#### **Oral Examination** (20 marks)

*The overall weighting for the oral examination will be the same for all states and territories. The length of time allocated and the nature of the examination may vary from state to state.*

#### ***Purpose***

The oral examination is designed primarily to assess the candidate's knowledge and skill in interacting in Chinese. It relates to [Objective] 1.

#### ***Specifications***

The examination will consist of a 10-minute interview between the candidate and the examiner.

In the interview, the student will be expected to explore with the examiner the subject of his/her **Personal Investigation** which will include reflections on his/her findings and references to texts and resources used.

Before the examination the candidate will present to the examiner a copy of the *Interview Outline Summary Sheet* which provides details of his/her area of personal investigation.

#### **Written Examination** (80 marks)

Time allowed: 2½ hours, plus 10 minutes' reading time.

The stimulus texts and the writing tasks will relate to the issues, perspectives and contexts as listed in the [course].

Monolingual and/or bilingual printed dictionaries may be used in the written examination.

The written examination will consist of two sections.

***Section 1: Responding to texts***

(55 marks)

***Purpose***

Section 1 of the written examination is designed primarily to assess the candidate's ability to respond to texts. Texts will include spoken, written and audiovisual texts, such as television advertisements and extracts from a film/TV program, in Chinese. It relates to [Objectives] 2 and 3.

The candidate will be required to demonstrate an understanding of texts by interpreting, summarising, extracting and synthesising information and reflecting on language and culture in use.

***Specifications***

- There will be approximately six questions phrased in Chinese and English.
- Questions will be graded in difficulty.
- Questions may involve spoken, audiovisual and written texts.
- Each question will involve either one or two stimulus texts and may integrate the skills of listening, viewing, reading and writing.
- There will be approximately eight texts.
- The texts will include a range of text types.
- Spoken/audiovisual texts:
  - There will be approximately three texts.
  - The texts will vary in length, ranging from approximately 1 to 2 minutes.
  - The total time for one reading/playing of all texts will be approximately 5 minutes.
  - The texts will be read/played twice. There will be a pause between the readings/playing and a longer pause after the second reading/playing to allow candidates to answer the question.
- Written texts:
  - The total length of the written texts in Chinese will be approximately 960 characters.
- At least one question will require a response in English.
- The length of the responses in Chinese will depend on the nature of the stimulus text and the question asked and will range from approximately 60–240 characters for Chinese.

***Section 2: Creating texts in Chinese***

(25 marks)

***Purpose***

Section 2 of the written examination is designed primarily to assess the candidate's ability to express ideas through the creation of original text in Chinese. It relates to [Objective] 2.

***Specifications***

- The candidate will be expected to write either an evaluative, persuasive, reflective or critical text in Chinese.
- The candidate will be required to answer one question from a choice of two.
- Each question will specify a context, purpose and audience.
- The questions will relate to the issues, perspectives and contexts of the [course].
- The questions will be phrased in Chinese and English, for a response in Chinese.
- The length of the response will be approximately 360 characters for Chinese.

## Attachment 1 Character List



Please  
comment

### Presumed knowledge (on entry to course)

It is expected that students will have the following presumed knowledge of Chinese characters on entry into the course.

- A 爱、澳
- B 八、把、爸、吧、白、百、半、班、帮、报、包、被、杯、备、北、毕、笔、比、便、边、别、病、不
- C 才、菜、差、茶、长、常、车、城、吃、出、穿、春、次、从、错
- D 大、打、带、但、当、到、道、的、得、地、等、第、弟、点、电、店、定、东、冬、动、都、读、对、短、多
- E 二、儿
- F 发、法、饭、方、放、房、非、飞、分、风、夫、服
- G 该、刚、高、告、哥、个、给、跟、更、工、公、共、关、贵、国、果、过
- H 还、孩、海、汉、好、号、和、黑、很、红、候、后、花、话、坏、欢、黄、会、回、活、火
- J 几、己、机、家、间、见、件、讲、教、交、叫、节、借、姐、今、进、近、京、经、景、旧、九、就、觉
- K 开、看、考、可、客、课、空、口、快、块
- L 来、蓝、老、乐、了、冷、离、里、两、利、六、路、绿
- M 吗、妈、买、卖、慢、忙、毛、么、美、没、每、妹、们、面、名、明、母
- N 那、哪、男、难、南、呢、能、年、你、您、女
- P 怕、旁、跑、朋、便、票
- Q 七、期、起、气、汽、千、前、钱、亲、请、秋、去
- R 然、让、热、人、认、日、容、如

- S 三、色、上、少、谁、什、生、师、十、时、使、是、事、市、识、试、书、水、说、四、思、送、诉、算、岁、所
- T 他、她、它、太、天、听、同、头
- W 外、完、玩、万、晚、王、望、往、为、位、文、问、我、五、午、物
- X 西、希、习、喜、下、夏、先、现、想、象、小、校、些、写、谢、心、新、信、兴、星、行、性、学
- Y 亚、样、要、也、业、一、医、意、衣、易、宜、以、已、因、应、有、又、友、右、雨、语、远、月、乐、运
- Z 在、再、早、怎、站、长、找、这、着、真、正、知、支、只、中、钟、种、住、祝、准、子、自、字、走、最、左、作、做、坐

### Characters for productive use

The characters listed below are those students are expected to recognise and use by the end of the course.

It is expected that students will be able to understand a wider range of vocabulary and idiomatic expressions relevant to the content of the course.

- A 安
- B 办、保、饱、变、表、病、步
- C 财、参、草、村、存、唱、超、炒、程、冲、持、传
- D 代、刀、德、懂、毒、度、端、队
- E 饿
- F 反、废、费、粉、份、夫、富、负
- G 感、赶、干、歌、各、功、贡、沟、古、故、观、馆、惯、广、滚
- H 寒、韩、喝、何、护、华、画、化、环、换、婚
- I
- J 饥、级、技、计、记、加、价、假、将、角、较、接、界、金、敬、境、酒、居、剧、
- K 卡、科、渴、空、酷
- L 拉、浪、累、礼、利、力、立、恋、辆、聊、林、流、溜、楼、录、旅、律、络、落
- M 马、髦、门、迷、灭、民、漠、木、目
- N 奶、脑、闹、念、牛、暖
- O 欧、偶
- P 攀、胖、片、贫、平、普

Q	戚、妻、骑、谦、轻、青、清、穷、求、球、区、趋、趣、全
R	染、任、肉
S	赛、森、丝、死、随、沙、山、商、尚、社、身、升、食、式、 世、室、势、视、收、手、守、受、瘦、术、树、数、帅、睡、顺
T	态、谈、汤、特、题、体、条、跳、庭、厅、通、统、突、图
U	
V	
W	网、忘、未、卫、味、温、污、伍、武、舞、务
X	析、息、洗、系、戏、献、响、相、像、消、效、孝、笑、休、 秀、选
Y	压、言、演、眼、阳、摇、椅、义、姻、音、饮、英、影、映、 游、鱼、育、源、员、园、院、愿、约、云
Z	噪、择、责、资、族、尊、丈、者、值、职、纸、志、重、洲、 主、助、装、追、桌

### Word list to accompany characters

A	
B	帮助、保护、保守、比较、变化、病毒
C	财富、存钱、超前、冲突、传统、春节
D	代沟、当代、地方、地球村、地区、地位、电脑、电子游戏、动物、端 午节、对比、对方
E	
F	法律、方式、反对、反面、反映、非洲、废气、分析、粉丝/迷、 富有、负责
G	赶时髦、歌厅、歌星、歌唱比赛、各地、个人、公民、贡献、沟通、 关系、观点、观念、国画、国家
H	海平面上升、海外华人、韩(寒)流、汉语、行业、花钱、环境、回收、 婚姻大事
I	
J	家庭、价值、价值观、将来、交流、交友、角色、教育、接受、节约、 金钱、京剧、居住、觉得
K	卡拉OK、看法、科学技术、空气、酷、会计师
L	浪费、礼物、立场、聊天、恋爱、落伍
M	美德、美女、灭种、明星
N	年轻人、青年人
O	欧洲
P	攀比、贫穷、普通话
Q	妻子、期望、谦让、前程、前卫、亲戚、清明节、趋势、全球暖化
R	认同、认为、如何

- S** 森林、四大发明、随便、沙漠化、社会、身份、世界、事业、树木、食物、时装、时尚、死机、书法、帅哥、说服、说明
- T** 态度、太阳能、跳舞、同事、同意
- U**
- V**
- W** 网络、未来、温室效应、文化、污染、武术
- X** 希望、戏剧、相对、相反、相同、想法、消费、孝敬、孝顺、新秀、选择
- Y** 压力、亚洲、演员、摇滚乐、以为、义务、音乐会、饮食、应该、影响、影星、有力、语言、远程
- Z** 再利用、噪音、责任感、丈夫、正面、支持、志愿者、自然资源、职业、尊敬、重要、中国菜（茶）、中秋节、追求、追星族

## Attachment 2 List of suggested resources



Please  
comment

### *Print Materials:*

1. CHANG, Peter, MACKERRAS, Alyce & YU Hsiu-Ching, *Hanyu 4*, Longman Australia, 1988, Australia, ISBN 9780733900778
2. CHEN, Fu A, *Learn Chinese With Me 4*, People's Education Press, 2004, Beijing, China, ISBN 9787107181856  
跟我学中文 4、人民教育出版社
3. DU, Rong & Lin, Helen T et al, *Speaking Chinese About China*, revised edition, Volumes 1 & 2, Sinolingua, Beijing, China, 2002, ISBN 7800520855  
话说中国、中级汉语口语、修订版、上下册、杜荣、Helen T LIN, 华语教学出版社
4. FENG, Shengli (chief editor), *Comprehensive Chinese Intermediate Chinese I & II*, Higher Education Press, Beijing, China, 2007, ISBN 9787040216660  
汉语综合教程、初中级、上下册、冯胜利主编、高等教育出版社
5. FREDLEIN, Shumang, *Ni Hao 4 CD (Textbook & CD)*, China soft, 2005, Australia, ISBN 9781876739287
6. JIN, Shunian & ZHANG, Ying (chief editors), *Chinese Traditional Culture and Modern Life*, Beijing University Press, Beijing, China, 2003, ISBN 9787301060025  
中国传统文化与现代生活、张英、金舒年(主编)、北京大学出版社
7. LIU, Delian & YANG Jinyu, *Learn Chinese Through Music 1 & 2*, World Publishing Corporation, 2007, Beijing, China, ISBN 9787506286879 & ISBN 9787506293006  
听歌学汉语(附 CD)、刘德联、杨金余、世界图书出版公司
8. MA, Yamin and LI, Xinying, *Chinese Made Easy Textbooks 4 & 5*, Joint Publishing (HK), 2004, Hong Kong, ISBN 9789620422478 & ISBN 9789620423024  
轻松学汉语(课本) 4 & 5, 马亚敏、李欣颖、三联书店(香港)有限公司
9. WANG, Hailong (ed), *Chinese Cultural Reader Course 1: Cultural Interpretations of China- An Advanced Reader*, Beijing University Press, 2002, Beijing, China, ISBN 9787301058107  
文化中国、中国文化阅读教程 I、王海龙(编著)、北京大学出版社
10. WANG, Hailong (ed), *Chinese Cultural Reader Course 2: Getting into Chinese Thought - An Advanced Reader*, Beijing University Press, 2002, Beijing, China, ISBN 730105811X  
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

11. XU, Jialu, *Jia You 2* (Textbook), Cengage Learning Asia, 2008, Beijing, China, ISBN: 9789814221658
12. YAO, Ming, 姚明, 《我的世界我的梦》长江文艺出版社, 2005, ISBN: 9787535428806
13. YIN, Binyong (ed), HAN, Hui (trans), *100 Common Chinese Idioms and Set Phrases*, 8<sup>th</sup> printing, Sinolingua, Beijing, China, (1999) 2008, ISBN 9787800527081  
成语、尹斌庸(编者)、韩晖(翻译)、华语教学出版社

**Films:**

1. *All about women* 《女人不坏》、XU, Ke (徐克)、2008, China
2. *Beijing Bicycle* (十七岁的单车)、WANG, Xiaoshuai (王小帅)、2001, China
3. *Butterfly Lovers* (梁山伯与祝英台)、 TSAI, Min-chin (蔡明钦)、2004, Taiwan
4. *Eat Drink Man Woman* (饮食男女)、LEE, Ang (李安)、1994, US & Taiwan
5. *Fit lover* 《爱情左灯右行》、ZHANG, Jianya (张建亚)、2008, China
6. *Forever Enthralled* 《梅兰芳》、CHENG, Kaige (陈凯歌)、2008, China
7. *Grandmaster Yip Man* 《叶问》、YE, Weixin (叶伟信)、2008, China
8. *If you are the one* 《非诚勿扰》、FENG, Xiaogang (冯小刚)、2008, China
9. *In Love We Trust* 《左右》、WANG, Xiaoshuai (王小帅)、2008, China
10. *Ke Ke Xi Li* (可可西里)、LU, Chuan (陆川)、2004, China
11. *Kung Fu Dunk* 《大灌篮》、ZHU, Yanping (朱延平)、2008, China
12. *Mobile Phone* (手机)、FENG, Xiaogang (冯小刚)、2003, China
13. *Painted Skin* 《画皮》、CHEN, Jiashang (陈嘉上)、2008, China
14. *Pushing Hand* (推手)、LEE, Ang (李安)、1991, Taiwan
15. *Red Cliff/The Battle of Red Cliff*, 《赤壁(上)》WU, Yusen (吴宇森)、2008, China

16. *Red Cliff/The Battle of Red Cliff*, 《赤壁（下）》 WU, Yusen (吴宇森)、2008, China
17. *Still Life* 《三峡好人》、 JIA, Zhangke (贾樟柯)、2006, China
18. *The Forbidden Kingdom* 《功夫之王》、 YUAN, Heping (袁和平)、2008, China
19. *The Inconvenient Truth* (不愿面对的真相)、 GUGGENHEIM, Davis, 2006, US
20. *The Pretty Feet* (美丽的大脚)、 YANG, Yazhou (杨亚洲)、2003, China
21. *The Treatment of Gua Sha* (刮痧)、 ZHENG, Xiaolong (郑晓龙)、2001, China
22. *Tough guy* 《硬汉》、 DING, Sheng (丁晟)、2008, China

**Songs:**

1. 童年 (*Tongnian*), LUO, Dayou (罗大佑)、1984
2. 家 (*Jia*)、 LUO, Dayou (罗大佑)、1984
3. 明天会更好 (*Mingtian hui geng hao*)、 LUO, Dayou (罗大佑)、1985
4. 我是一只小小鸟 (*Wo shi yi zhi xiaoxiao niao*)、 LEE, Jonathan (李宗盛)、1990
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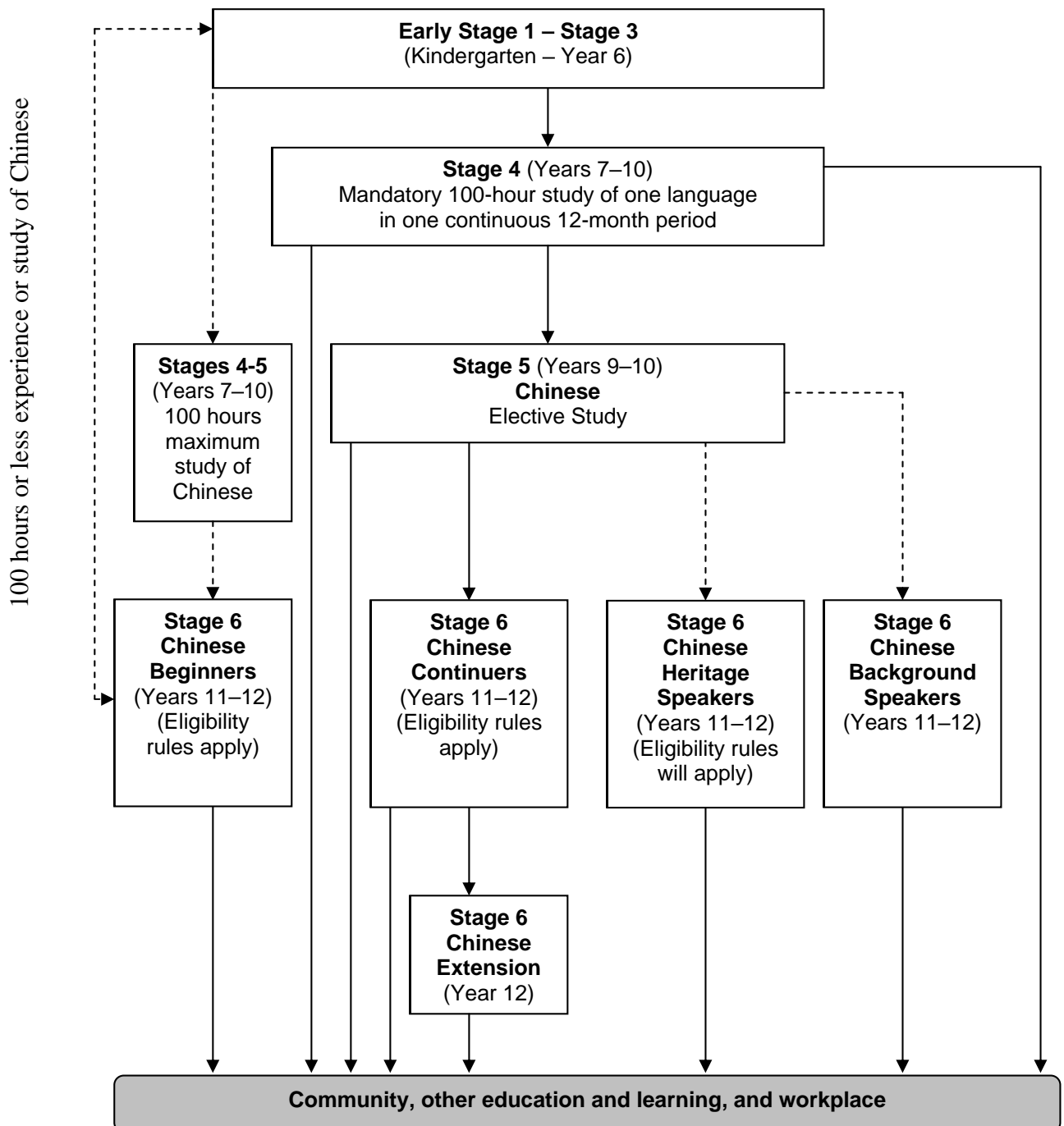
## Appendix

### 1 Continuum of Learning (NSW)



Please comment

This diagram places the syllabus in the context of the K-12 Chinese curriculum.



## 2 Assessment in Stage 6 (NSW)

### i

#### For your information

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 <Course> 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 expected and the standards of work
- receive feedback that helps them understand the next steps in their learning and plan how to undertake the next steps.

### Reporting achievement at the HSC

The Higher School Certificate credentials received by students are used by the Board to report both the internal and external measures of achievement. Higher School Certificate results in <Course> comprise:

- **an assessment mark** derived from the mark submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examination
- **an HSC mark**, which is the average of the assessment mark and the examination mark
- **a performance band**, determined by the HSC mark.

Student performance in an HSC course is reported against standards on a course report. The course report contains a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an assessment mark and an examination mark. The course report also shows graphically the statewide distribution of HSC marks of all students in the course.

The distribution of marks is determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

The Board of Studies uses a standards-referenced approach to reporting student achievement in the Higher School Certificate. The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards.

Both the syllabus standards and the performance standards are based on the aims, objectives, outcomes and content of the course. Together they specify what is to be learnt and how well it is to be achieved. Teacher understanding of the standards comes from the aims, objectives, outcomes and content in the syllabus together with:

- the performance descriptions that summarise the different levels of performance
- HSC examination papers and marking guidelines
- samples of students' achievement, collected in the standards packages and published on the Board's Assessment Resource Centre website.

## **Internal Assessment**

### **i**

#### **For your information**

This section should be read in conjunction with advice on internal assessment in the Board's [Assessment Certification and Examination \(ACE\) Manual](#).

#### **Preliminary course**

The suggested components and weightings are designed to give guidance for the school's assessment of student achievement in the Preliminary course. They may be varied to suit school needs.

#### **HSC course**

The Board requires schools to submit an assessment mark for each HSC candidate in <Course>. The internal assessment mark submitted by the school provides a summation of each student's achievements measured at several points throughout the course. The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances.

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. The assessment components and weightings to be applied ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of types of task should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

The standards-referenced approach to assessment for the HSC involves schools ensuring that:

- assessment tasks reflect the weightings and components specified in this document
- tasks are designed to focus on objectives and outcomes
- the types of assessment task are appropriate for the outcomes being assessed

- students are given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types
- the assessment criteria for each task are such that higher marks are gained by demonstration of better achievement in relation to the syllabus outcomes
- students know the assessment criteria before they begin a task
- marks earned on individual tasks are expressed on a scale sufficiently wide to reflect the relative differences in student performances.

Students should receive meaningful feedback about what they are able to do, and what they need to do in order to improve their level of performance.

### **The HSC examination**

The external HSC examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting. The external examination and its marking relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the examination each year to the standards established for the course.

### **Board requirements for the HSC internal assessment mark**

The Board requires that the assessment tasks used to determine the HSC internal assessment mark must comply with the components and weightings specified. The collection of information for the HSC internal assessment mark must not begin before the completion of the Preliminary course.

Schools are required to develop an HSC internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

Note that school-based assessment marks submitted to the Board must NOT include:

- measures of objectives and outcomes that address values and attitudes. (However, as these objectives are important elements of any course, schools may decide to report on them separately to students and parents, perhaps using some form of descriptive statements.)
- measures that reflect student conduct.

See the Board's *ACE Manual* for further information.

## Assessment components and weightings



Please  
comment

### Preliminary course

The suggested components and weightings for the Preliminary course are set out below.

#### Preliminary Course

Component	Weighting
<b>Oral Interacting</b> (Objectives 1 and 3)	<b>30</b>
<b>Responding to texts</b> (Objectives 2 and 3)	<b>50</b>
<b>Creating texts</b> (Objective 2)	<b>20</b>
	<b>100</b>

### HSC course

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only. a range of outcomes. One task may be used to assess several components.

#### HSC Course

Component	Weighting
<b>Oral Interacting</b> (Objectives 1 and 3)	<b>20</b>
<b>Responding to texts</b> (Objectives 2 and 3)	<b>40</b>
<b>Creating texts</b> (Objective 2)	<b>20</b>
<b>Personal Investigation</b> <b>Research</b> (Objectives 1, 2 and 3)	<b>20</b>
	<b>100</b>