



Chinese Background Speakers

Stage 6 Syllabus

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1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2 Introduction for Chinese in the Stage 6 Curriculum

2.1 The Language

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

For the purpose of this syllabus, modern standard Chinese is taken to be *putonghua* in the spoken form. In the written form, texts, questions and tasks for the external examination will be provided in simplified characters and full-form (complex) characters, and responses can be presented in either simplified characters or full-form (complex) characters. The romanised form of the character text is *Hanyu Pinyin*.

2.2 Description of Target Group

The *Chinese Background Speakers Syllabus* is designed for students with a cultural and linguistic background in Chinese.

Eligibility criteria exist for courses in Chinese. See the Assessment, Certification and Examination (ACE) manual for details.

2.3 Rationale

The study of Chinese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, cognitive development and general knowledge.

The study develops an understanding of how attitudes and values are shaped within both Chinese-speaking and Australian communities.

Chinese is a significant world language, one of the official languages of the United Nations and is spoken by about a quarter of the world's population. There are many spoken varieties of Chinese, and modern standard Chinese is pre-eminent among these. It is the major language of communication in China, Taiwan and Singapore and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

The Peoples' Republic of China has a significant profile in economic, political and cultural developments globally and, in particular, has a major influence on the nations of the Asia-Pacific. Australia now has a strong connection through trade, political and cultural contacts with both the Peoples' Republic of China and other nations where Chinese communities are important contributors to their growth and diversity.

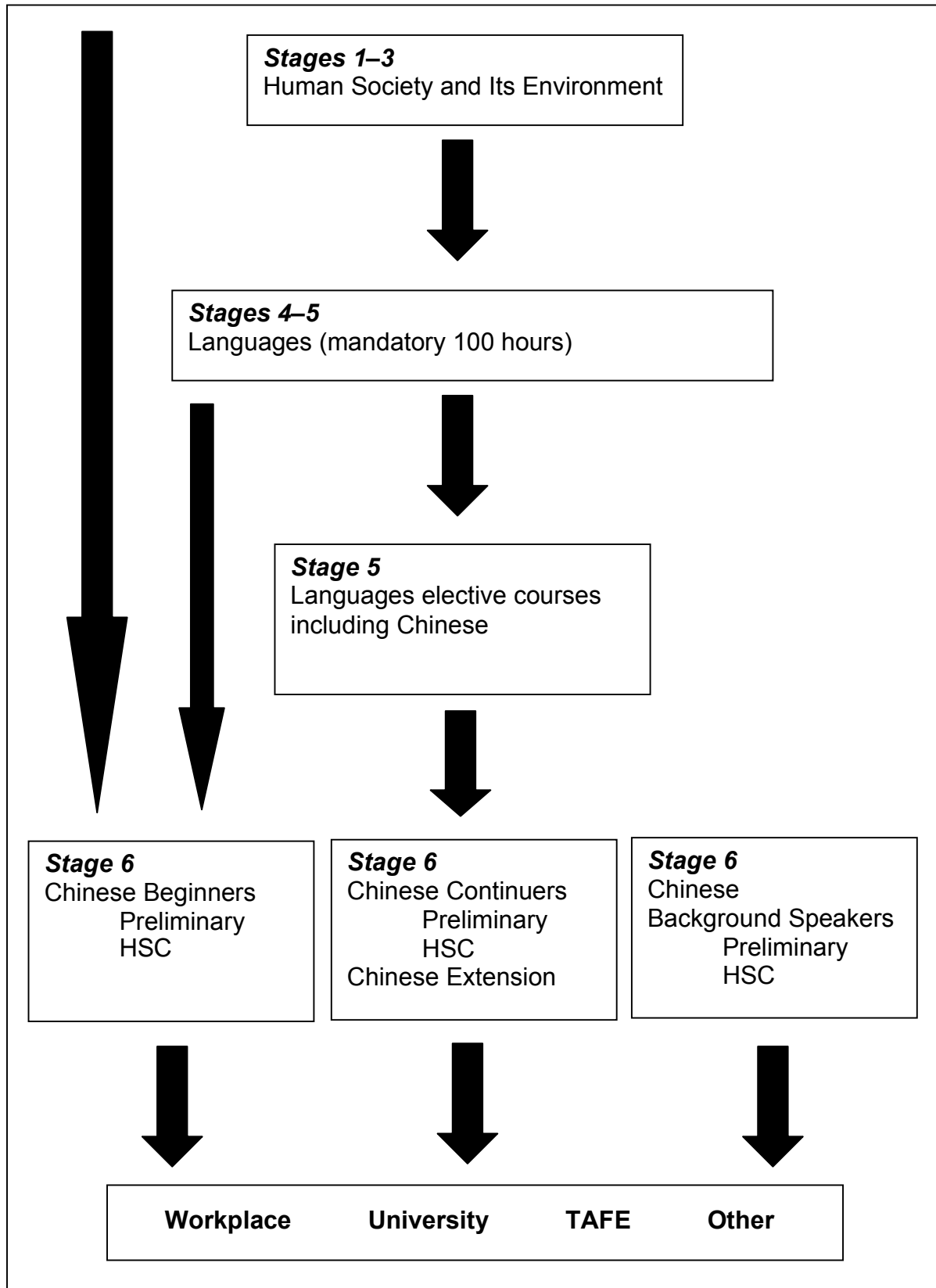
Chinese culture and language have a continuous history of more than 5000 years. The Chinese cultural and linguistic heritage has influenced other cultures through knowledge, technology, religion, philosophy and values. It is a significant world culture.

Chinese is especially important in Australia because it is widely spoken in the community, and the study of it will enhance the positive features of a culturally diverse society and generate mutual respect. The study of Chinese provides access to an important cultural and linguistic heritage.

Studying Chinese can provide a basis for continued learning and a pathway for students into post-secondary options. These options might include employment domestically or internationally in areas such as tourism, technology, finance, services and business.

The significance of Chinese within and beyond Australia requires strategies for the building of sociocultural and political engagement; learning Chinese in the Australian context will support such engagement.

3 Continuum of Learning for Chinese Stage 6 Students



The New South Wales curriculum provides opportunities for students to study a language or languages from Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, students develop an awareness of languages and may learn about the world through the study of a language such as Chinese.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study. Elective study in Stages 4–5 in Chinese builds upon the mandatory study.

Stage 6 offers the opportunity to continue the study of Chinese at Continuers or Background Speakers level as appropriate. An Extension course is also available for students at Continuers level. Students may also begin the study of Chinese in Stage 6.

4 Aims

The aims of the syllabus are to develop students’:

- ability to use Chinese to communicate with others
- understanding and appreciation of the cultural contexts in which Chinese is used
- ability to reflect on their own and other cultures
- understanding of language as a system
- opportunities to make connections between Chinese and English and/or other languages
- cognitive, learning and social skills
- potential to apply Chinese to work, further study, training or leisure.
-

5 Objectives

Students will achieve the following objectives:

Objective 1 — exchange information, opinions and ideas in Chinese

Objective 2 — express ideas through the production of original texts in Chinese

Objective 3 — analyse, evaluate and respond to a range of texts that are in Chinese

Objective 4 — understand aspects of the language and culture of Chinese-speaking communities.

Meeting these objectives will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between Chinese and English.

6 Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary course is intended to provide students with opportunities to develop their communication skills, knowledge and understanding of the language through the study of a range of authentic Chinese texts. In the Preliminary course, a number of prescribed themes and contemporary issues will be studied. Through these, students will develop the skills needed to study the prescribed texts for the HSC course.

The HSC Course (120 indicative hours)

In addition to the development of language and communication skills, the HSC course is structured to provide students with opportunities to explore the prescribed themes and contemporary issues further by analysing, evaluating and responding to prescribed texts.

7 Objectives and Outcomes

7.1 Listing of Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding that students will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which students achieve these outcomes will be reported in the performance scale.

Objectives	Outcomes
Students will: 1. exchange information, opinions and ideas in Chinese	The student: 1.1 conveys information, opinions and ideas appropriate to context, purpose and audience 1.2 exchanges and justifies opinions and ideas 1.3 uses appropriate features of language in a variety of contexts
2. express ideas through the production of original texts in Chinese	2.1 sequences and structures information and ideas 2.2 uses a variety of features to convey meaning 2.3 produces texts appropriate to context, purpose and audience 2.4 produces texts which are persuasive, creative and discursive

<p>3. analyse, evaluate and respond to a range of texts that are in Chinese</p>	<p>3.1 identifies main points and detailed items of specific information</p> <p>3.2 summarises and interprets information and ideas</p> <p>3.3 infers points of view, values, attitudes and emotions from features of language in texts</p> <p>3.4 compares and contrasts aspects of texts</p> <p>3.5 presents information in a different form and/or for a different audience</p> <p>3.6 explains the influence of context in conveying meaning</p> <p>3.7 recognises, analyses and evaluates the effectiveness of a variety of features in texts</p> <p>3.8 responds to texts personally and critically</p>
<p>4. understand aspects of the language and culture of Chinese-speaking communities</p>	<p>4.1 examines and discusses sociocultural elements in texts</p> <p>4.2 recognises and employs language appropriate to different sociocultural contexts</p> <p>4.3 compares and contrasts Australian and Chinese communities</p>

7.2 Key Competencies

Chinese Stage 6 provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the Chinese Background Speakers syllabus to enhance student learning. The key competencies of ***communicating ideas and information*** and ***collecting, analysing and organising information*** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through classroom pedagogy. Students interact with one another, and through this interaction, the key competencies, ***planning and organising activities*** and ***working with others and in teams***, are developed. In interacting with others via communications technology, students will develop the key competency of ***using technology***. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards students' development of the key competency ***solving problems***.

8 Content

The content will be described through themes and contemporary issues, texts and text types, tasks and grammar. Both the Preliminary and HSC courses will focus on the study of language and ideas through prescribed themes and contemporary issues, which will be studied through a range of texts. For the HSC course, texts will be prescribed.

8.1 Themes

Themes provide a context and organisational focus within which students will develop their knowledge of Chinese.

The study of themes and contemporary issues, presented through a range of texts, will enable students to reflect on, and respond to, aspects of the language and culture of Chinese-speaking communities. Students will develop skills in exchanging, analysing and evaluating information, opinions and ideas.

8.1.1 Prescribed themes and contemporary issues

There are four prescribed themes.

In their study of Chinese, students will engage with a number of prescribed contemporary issues that are linked to each theme. The contemporary issues are intended to provide a particular perspective or perspectives for each of the themes.

The prescribed themes and contemporary issues, and the list of prescribed HSC texts, can be found on the Board of Studies website:

www.boardofstudies.nsw.edu.au/syllabus_hsc/chinese-bs-course-prescriptions.html.

The following themes and contemporary issues are prescribed for both the Preliminary and HSC courses.

Themes	Contemporary Issues
<ul style="list-style-type: none"> • the individual and the community 	<ul style="list-style-type: none"> • the role of the individual in today's society • changing gender roles in today's society • the role of family and marriage in contemporary society
<ul style="list-style-type: none"> • youth culture 	<ul style="list-style-type: none"> • pressures on young people today • the place of education in young people's lives • the impact on young people of changes in traditional social values
<ul style="list-style-type: none"> • Chinese communities overseas 	<ul style="list-style-type: none"> • adapting to new cultures (education, leisure, lifestyle) • the maintenance of Chinese culture in non-Chinese cultural contexts
<ul style="list-style-type: none"> • global issues 	<ul style="list-style-type: none"> • economic growth and its impact • environmental issues • the impact of international influences on Chinese-speaking countries

8.1.2 Texts and text types

The term ‘text’ refers to any form of communication – spoken, written or visual, or combinations of these. Texts are sometimes usefully grouped as ‘text types’. For example, texts such as a letter, or an interview, or a report, share a certain generic structure that is not arbitrary, but reflects the purpose for which the text has been produced. Each text type has defining characteristics of which students should be made aware.

Students will read, listen to and view a range of texts and text types in Chinese relevant to the prescribed themes and contemporary issues. Texts may be authentic or modified to allow students with differing linguistic backgrounds to engage with the contemporary issues at a level appropriate to their needs and interests. English language texts may also provide a perspective on the themes and contemporary issues being explored. In addition, students will be expected to construct a range of texts appropriate to a variety of contexts, purposes and audiences.

Students will analyse and evaluate texts from linguistic perspectives (language forms, features and structure), and cultural perspectives (thematic, contextual, social and political), and consider the relationships between linguistic and cultural perspectives. Students will analyse and evaluate the ways in which texts convey their message and have an impact on their audience. Students will examine the ways different text types use different devices to convey meaning.

Students will develop skills in listening, speaking, reading and writing. They will also develop skills in critical literacy by reflecting on their own and other cultures, and by making connections between Chinese and English and/or other languages.

Students are expected to become familiar with the general shape and structure of a range of text types. Text types indicated below are those which students may be expected to produce in the external examination. However, teachers will introduce students to a wider range of text types in the course of their teaching and learning programs.

advertisements	interviews	procedures
announcements	journal entries	recounts
articles	letters	reports
descriptions	narrative accounts	reviews
essays	personal profiles	speeches/talks (scripted)

Through wide reading, listening and viewing of texts, students will gain a general perspective on the themes and contemporary issues. Exposure to a variety of texts will allow students to have a broad and informed perspective. Close analysis of the prescribed texts for the HSC course will complement students’ understanding of the themes and afford an in-depth understanding of the contemporary issues which arise from them. Prescribed texts will be linked to a theme and at least one contemporary issue within the theme.

8.2 Grammar

Grammar can be referred to as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar, and a number of different approaches towards its teaching and learning. The categories used below are not intended to promote any particular theory of grammar, or to favour one methodology over another.

It is recognised that students will already have acquired a significant understanding of the function of grammar in Chinese through prior knowledge or study of Chinese.

Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures underlying the language, as well as their ability both to apply and adapt this knowledge.

The following grammatical structures are those that students studying Chinese for Background Speakers are expected to recognise and use.

Grammatical Item	Sub-Elements	Example(s)
Words 词	<p>Notional words 实词</p> <p>Noun 名词</p> <p>Verbs 动词</p> <p>Auxiliary verbs 助动词</p> <p>Adjectives 形容词</p> <p>Numerals 数词</p> <p>Measure words 量词</p> <p>Pronouns 代词</p>	<p>北京、城市、朋友</p> <p>知道、学习、吃</p> <p>能、会、应该</p> <p>快、干净、漂亮</p> <p>个、十、百、千、万、亿</p> <p>个、本、辆、只、斤</p> <p>你、这儿、每、谁、哪</p>
	<p>Functional words 虚词</p> <p>Adverbs 副词</p> <p>Prepositions 介词</p> <p>Conjunctions 连词</p> <p>Particles 助词</p>	<p>很、都、已经</p> <p>从、把、被</p> <p>和、但是、只要</p> <p>的、地、得、过、了、呢</p>

Grammatical Item	Sub-Elements	Example(s)
Words (cont) 词	Interjections 叹词 Onomatopes 象声词	哎呀、喂 乒乒、哗啦
Phrases 词组	The Coordinative Phrases 联合词组	老师学生、活泼可爱
	The Subject-Predicate Phrase 主谓词组	肚子疼、语气柔和
	The Verb-Object Phrase 动宾词组	逛商场、说不出话
	Endocentric Phrase 偏正词组	蓝蓝的天空、非常倒楣
	Numeral-Measure Word Phrase 数量词组	三头驴、一朵朵云
	The Complementary Phrase 补充词组	休息一会儿、哭得很伤心
	The Phrase Locality 方位词组	二十岁左右、学校前面
	The Oppositive Phrase 同位词组	首都坎培拉、咱们大家
	The Set Phrase 固定词组	英联邦国家、共和国
	The Prepositional Phrase 介词词组	从现在开始、在草地上

Grammatical Item	Sub-Elements	Example(s)
Sentence Elements 句子成份	Subject 主语	羊吃草。
	Predicate 谓语	他看小说。
	Object 宾语	妹妹骑马。
	Attributive 定语	我看 武打 电影。
	The Adverbial Adjunct 状语	她 无心 上学。
	Complements 补语	他打 完 球了。
Type of Sentences 句子种类	Simple Sentence 单句	
	Subject-Predicate Sentence 主谓句	爸爸送我生日礼物。 这人很讨厌。
	Non Subject-Predicate Sentence 非主谓句	下雨了。小心火车！种瓜得瓜，种豆得豆。
	Declarative Sentence 陈述句	飞机起飞了。
	Interrogative Sentence 疑问句	你开车了吗？
Imperative Sentence 祈使句	请坐！好好休息！	

Grammatical Item	Sub-Elements	Example(s)
Type of Sentences (cont) 句子种类	Exclamatory Sentence 感叹句	这地方真大！
Complex Sentence 复句	Coordinative Relation 联合关系	又…，又… 一边…，一边… 一面…，一面… 一方面…，一方面… 不是…，而是…
	Successive Relation 承接关系	(先)…然后(再，接着)… …，就… 一…，就…
	Progressive Relation 递进关系	…，还… 不但…，而且(还、也、又)…
	Alternative Relation 选择关系	(还是)…，还是… 或者…，或者… 不是…，就是…
	Adversative Relation 转折关系	虽然…，但是… 尽管…，但是… ……，反而… ……，却…
	Causative Relation 因果关系	因为…，所以… 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…

Grammatical Item	Sub-Elements	Example(s)
Type of Sentences (cont) 句子种类	<p>Suppositive Relation 假设关系</p> <p>Purposive Relation 目的关系</p> <p>Preference Relation 取舍关系</p>	<p>要是…，就… 如果…，就… 假如…，就… 假使…，就…</p> <p>……，好… ……，为的是…</p> <p>宁可…，也… 与其…，不如…</p>

There is no prescribed character list for the syllabus. However, students will be expected to understand characters in simplified form in a range of contexts, including day-to-day print forms such as newspapers, magazines and advertisements. In addition, students will be expected to understand the simplified characters in texts prescribed for the HSC course.

8.3 Tasks

This syllabus recognises the importance of tasks as an organising principle in the structuring of a program that allows students to work towards meeting the objectives and learning outcomes. Tasks provide opportunities for using language in a meaningful context. They should be designed to challenge students at increasingly complex levels.

Tasks can be described as having four 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 imaginary, and include aspects such as where, when, who is involved)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and in students' overall cognitive development).

8.4 Dictionaries

Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively.

Students are able to use monolingual and/or bilingual print dictionaries in the written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in Chinese Background Speakers Stage 6*.

9 Course Requirements

For the Preliminary course:

- 120 indicative hours are required to complete the course
- themes and contemporary issues are prescribed for study.
-

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course
- themes, contemporary issues and texts are prescribed for study.

9.1 HSC Course Prescriptions

There are prescribed texts required for study in the Chinese for Background Speakers Stage 6 HSC course. These are published on the Board of Studies website (www.boardofstudies.nsw.edu.au). The prescribed texts will also be published in the *Board Bulletin*. As the prescribed texts are reviewed, the amendments will be published on the Board of Studies website and in the *Board Bulletin*.

The study of prescribed texts will not commence prior to the completion of the Preliminary course.

10 Post-school Opportunities

The study of Chinese provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Chinese assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Chinese Background Speakers syllabus is contained in *Assessment and Reporting in Chinese Background Speakers Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 Chinese Background Speakers are available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc