

**B O A R D O F S T U D I E S**  
N E W S O U T H W A L E S

# **Chinese Continuers**

## **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 the students' physical and spiritual development.

## 2 Introduction to Chinese in the Stage 6 Curriculum

### 2.1 The Language

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 character text in the written form. 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*.

In the external assessment, it is expected that students will be conversant with simplified characters. Questions and tasks will be set in simplified characters and all written responses are expected to be in simplified characters.

### 2.2 Description of Target Group

The *Chinese Continuers Stage 6 Syllabus* is designed for students who, typically, will have studied Chinese for 400–500 hours by completion of Stage 6. Some students with less formal experience will also be able to meet the requirements of the syllabus successfully.

### 2.3 Rationale

The study of Chinese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Chinese-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

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.

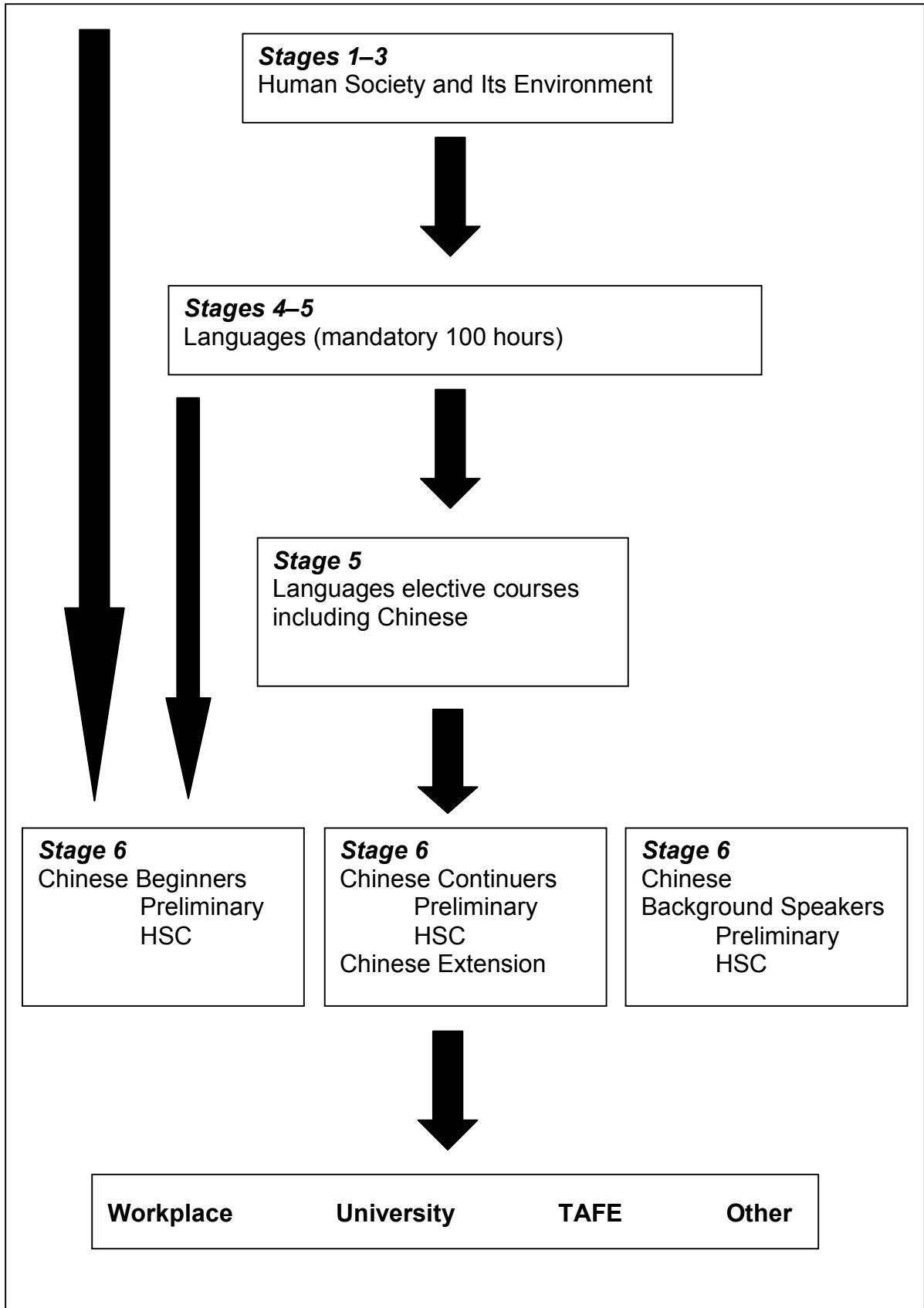
Chinese culture and language have a continuous history of more than 5 000 years. The Chinese cultural and linguistic heritage has influenced other cultures through knowledge, technology, religion, philosophy and values. It is a significant world culture.

Chinese is especially important in Australia because it is widely spoken in the community, and the study of it by Australians 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 may 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, economic 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 Stages 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 level or Background Speakers level as appropriate. A Chinese Extension course is also available for the student 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 culture(s) through the study of other cultures
- understanding of language as a system
- ability 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 should be able to achieve the following objectives:

Objective 1 – exchange information, opinions and experiences in Chinese

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

Objective 3 – analyse, process and respond to 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 has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge and understanding of, Chinese will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of Chinese-speaking communities through the study of a range of texts.

### **The HSC Course (120 indicative hours)**

The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Chinese and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of Chinese-speaking communities will develop further.

## 7 Objectives and Outcomes

### 7.1 Table 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.

<b>Objectives</b>	<b>Outcomes</b>
The student will: 1. exchange information, opinions and experiences in Chinese	The student: 1.1 uses a range of strategies to maintain communication 1.2 conveys information appropriate to context, purpose and audience 1.3 exchanges and justifies opinions and ideas 1.4 reflects on aspects of past, present and future experience
2. express ideas through the production of original texts in Chinese	2.1 applies knowledge of language structures to create original text # 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience 2.3 structures and sequences ideas and information
3. analyse, process and respond to texts that are in Chinese	3.1 conveys the gist of texts and identifies specific information 3.2 summarises the main ideas 3.3 identifies the tone, purpose, context and audience 3.4 draws conclusions from or justifies an opinion 3.5 interprets, analyses and evaluates information 3.6 infers points of view, attitude or emotions from language and context
4. understand aspects of the language and culture of Chinese-speaking communities	4.1 recognises and employs language appropriate to different social contexts 4.2 identifies values, attitudes and beliefs of cultural significance 4.3 reflects upon significant aspects of language and culture

# written or spoken text created by students incorporating their own ideas

## 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 Continuers 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, the student 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 the student's development of the key competency **solving problems**.

## 8 Content of Chinese Preliminary and HSC Courses

### 8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the Chinese-speaking communities
- the changing world.

Each theme has a number of prescribed topics and suggested sub-topics with which students will engage in their study of Chinese. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics are provided to guide students and teachers as to how the topics may be treated.

The theme, *the individual*, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others. At the same time, this theme also enables students to study topics from the perspective of other individuals.

The theme, *the Chinese-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as youth issues, and tourism and hospitality.

<b>Theme:</b> <b>the individual</b>	<b>Theme:</b> <b>the Chinese-speaking communities</b>	<b>Theme:</b> <b>the changing world</b>
<b>Topics:</b> <ul style="list-style-type: none"> <li>• personal identity eg: <ul style="list-style-type: none"> <li>– appearance and personality</li> <li>– family, friends and relationships</li> <li>– home and neighbourhood</li> <li>– daily routine</li> </ul> </li> <li>• education and aspirations eg: <ul style="list-style-type: none"> <li>– school life, facilities, rules and routine</li> <li>– study habits</li> <li>– subjects and exams</li> <li>– further education and future plans</li> </ul> </li> <li>• recreation and leisure eg: <ul style="list-style-type: none"> <li>– sport, interests</li> <li>– shopping, eating out and entertainment</li> <li>– parties</li> </ul> </li> <li>• travel experiences eg: <ul style="list-style-type: none"> <li>– holidays and sightseeing</li> <li>– travel plans and requirements</li> <li>– transport and accommodation</li> </ul> </li> </ul>	<b>Topics:</b> <ul style="list-style-type: none"> <li>• history and culture eg: <ul style="list-style-type: none"> <li>– tradition and beliefs †</li> <li>– festivals and customs †</li> <li>– legends and fables †</li> <li>– famous people †</li> <li>– places of interest in China and Asia †</li> </ul> </li> <li>• lifestyles eg: <ul style="list-style-type: none"> <li>– food types and cuisine</li> <li>– entertainment †</li> <li>– urban and rural life †</li> <li>– daily life</li> <li>– education</li> </ul> </li> </ul>	<b>Topics:</b> <ul style="list-style-type: none"> <li>• youth issues eg: <ul style="list-style-type: none"> <li>– technology in daily life †</li> <li>– environment †</li> <li>– social life</li> </ul> </li> <li>• the world of work eg: <ul style="list-style-type: none"> <li>– careers and occupations</li> <li>– casual work</li> </ul> </li> <li>• tourism and hospitality eg: <ul style="list-style-type: none"> <li>– tourism in Australia and Chinese-speaking communities</li> <li>– cross-cultural perspectives</li> <li>– interaction with visitors in Australia</li> </ul> </li> </ul>

† receptive use

The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. Not all topics will require the same amount of study time. The length of time and depth of treatment determined for each topic will depend on a number of factors, including:

- the particular objective(s) being covered
- the needs and interests of the student
- the linguistic and cultural complexity of the texts selected for study
- the tasks set for completion
- the language of response
- the nature of the language itself.

Teachers should structure and organise programs based on the prescribed themes and topics to address the objectives of the syllabus. In the treatment of some topics, it may be appropriate to focus on only one objective, such as Objective 3 — analyse, process and respond to a range of texts. Other topics may lend themselves to focusing on more than one objective. Objective 4 — understand aspects of the language and culture of Chinese-speaking communities — underlies the study of all the themes and topics.

### **8.1.2 Texts**

Students will access the themes and topics through texts. They should be wide-ranging and could include, for example, film, short story, song, newspaper article or documentary. While it is expected that students will study a range of oral and written texts in Chinese in their treatment of the themes, topics and sub-topics, it may be appropriate to discuss a text or texts in English. Similarly, the language used by students to respond to a text may be either Chinese or English, as appropriate. As a guide to those aspects of the topics that lend themselves to discussion in English, some sub-topics have been suggested for receptive use. They have been indicated by a dagger (†) in the Themes and Topics table.

### **8.1.3 Vocational Education and Training**

In order to maximise opportunities for the student to gain recognition in nationally accredited Vocational Education and Training (VET), some teachers may wish to include modules endorsed within the Australian Qualifications Framework (AQF) in their programs.

Schools wishing to integrate VET modules into courses will need to comply with the principles and procedures of the Australian Recognition Framework (ARF) and any specific State or Territory requirements for delivery, assessment and certification of the VET. For further information see Post-school Opportunities on page 27.

## 8.2 Tasks

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and learning outcomes.

Tasks, broadly defined as opportunities for the purposeful use of language, must be selected and designed so that the student can develop and demonstrate knowledge, skills and understanding at increasingly complex 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 imaginary, 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 and in the student's overall cognitive development).

## 8.3 Texts

Texts for receptive use will not be prescribed. Students are encouraged to read, view and listen to a wide range of texts, including authentic texts. They are expected to be able to produce the following texts in the modern standard version of Chinese.

article	message	recount
diary entry	note	report
email	notice	script of an interview
letter	postcard	script of a speech or talk

In the oral examination students participate in a conversation.

## 8.4 Vocabulary

A list of characters will be provided as a resource for teachers and students. It is expected that students will be able to use and understand the characters on the list, as well as a wider range of vocabulary and idiomatic expressions relevant to the themes and topics prescribed in the syllabus.

All texts provided in the written examination will be in simplified characters.



Grammatical item	Sub-elements	Example(s)
Number	两 and 二	两千二百 两块二
	telephone numbers (use of <i>yao</i> 一)	三零七一一一九
	percentages	百分之九十 五
	decimals and fractions	五点五 三分之二
	large numbers	一千五百二十三万九千八百
	use of 零 as a place marker	五百零三
	ordinal prefix 第	这是她第一次到美国去。
	monetary expressions	这件衣服十五块九毛九。
Nouns and noun phrases	personal pronouns	他，她，它； 他们；咱们
	plural suffix 们	同学们 朋友们
	names and titles	孙中山 王老师 王力教授
	classifiers (measure words)	三本书
	the connectives 跟 and 和	我跟妈妈去买菜。 我和爸爸去看电影。

Grammatical item	Sub-elements	Example(s)
Nouns and noun phrases (cont)	<p>the subordinating particle 的</p> <p>the possessive 的</p> <p>的 with adjectives</p> <p>的 used to mark a complex description</p> <p>的 used to form noun phrases</p>	<p>这是我的书。 那些是你的。</p> <p>考大学不是重要的问题。</p> <p>昨天在学校前面看报纸的那个人是爸爸的朋友。</p> <p>街上卖唱的是我妹妹。</p>
	'some' using 有些, 有的, 一些, (一)	有的学生很有钱, 有的没有钱。
	'each' and 'every'	人人都知道。 每个学生都要上这门课。
Verbs and verb phrases	有 indicating existence	那儿有三家商店。
	sentences using 有 and 没有	你有笔吗? 我没有钱。
	verb-object constructions	她看什么书? 我爸爸每天都做饭。
	compound directional complements	她赶上来了。 小明跑出去了。
	the verbal suffix 过	这两本书你看过了没有? 我从来没去过美国。
	the complement of degree formed with 得	她长得很漂亮。 她字写得很漂亮。
	verb reduplication with complement of degree	她写字写得很漂亮。
	final sentence particle 了	他去年去法国了。
	了 used with 就要, 快要 or 快要 to indicate imminent action	快要下雨了。 你放心, 大夫就要来了。

Grammatical item	Sub-elements	Example(s)
Verbs and verb phrases (cont)	the verbal suffix 了	他去年买了房子。
	了 used with 就 to indicate sequence	他买了东西就回家去。
	the verbal suffix 了 used with sentence particle 了	我们学了一年的中文了。
	verbal complements of location	他站在学校前面。
	action in progress with 在, 正在 or 正 and/or final 呢	他还在听音乐。 他正在看书呢。
	action in progress with 著	他们看著电视吃饭呢。
	auxiliary verbs (modal verbs): 能, 可以, 会, 应该	明天不能来了, 后天行不行? 考试时可以不可以查词典? 你会开车吗? 妈妈今天不舒服, 我应该早一点儿回家。
	把, 被 constructions †	小明把水喝了。 水被小明喝了。
	verb reduplication	他听不懂, 请你再说一说。 可以让我看一看吗?
	好 as complement of result	你吃好了吗?
	在, 给, 到, 成 used with objects as complements of result	他亲眼看到小王偷东西。 昨天的课文我还没翻成英文。

† receptive use

Grammatical item	Sub-elements	Example(s)
Verbs and verb phrases (cont)	the construction 是…的	他是去年从北京来的。
	passive constructions †	那些东西给学生吃光了。
Prepositions (Coverbs)	prepositional use of 到，从，坐，骑	从上海到北京坐飞机要多长时间？ 小明骑自行车去买菜了。
	在	我哥哥在工厂工作。
	往	往东走。 往左拐。
	离	你家离这儿远吗？
	给，替	他常常给我买礼物。 你替我还这本书好吗？
	对，向	我对运动不感兴趣。 请替我向他们问好。
	用	我还不会用毛笔写字。
Adjectives	reduplication	高高兴兴 清清楚楚 马马虎虎
Adverbs and adverbial phrases	adverbial suffix 地	学生们大声地唱歌儿。
	other adverbs 还，又，再，也，只，都	请你再说一遍。 他们也都不知道。 我还不会写这个字。
	sequence indicators 就，才，先，再	她做完作业就出去了。 他四十岁才学会了开车。 我们先吃饭再出去吧。

† receptive use

Grammatical item	Sub-elements	Example(s)
Adverbs and adverbial phrases (cont)	intensifiers	我非常喜欢跳舞。 妈妈特别希望我毕业以后上大学。 真不错！ 这真不好意思！ 好极了。
	adverb reduplication	他慢慢儿地走了。
	adverbs of frequency	我的男朋友总是／很少／差不多每天都锻炼身体。
Comparison	using 比	他的弟弟比我大。
	using 没有 … (那么)	中文语法没有英文语法那么难。
	similarity and difference using 一样，不一样	学会英文跟学会中文一样难。 这两个问题不一样。
	degrees	那张画贵一点儿。 昨天看的电影更有意思。
	using adjectives	他的头发跟我的一样长。
	with the complement of degree	她写字写得比我快。
Time words and phrases	time and clock time	十五个小时／钟头； 一点四十五分 两点三刻
	age	我今年十六岁。
	clauses formed with 的时候，以前，以后	老师上课的时候不要说话。 我吃晚饭以前做作业。 我下课以后听音乐。

Grammatical item	Sub-elements	Example(s)
Time words and phrases (cont)	time expressions	我想明年春天开始学日语。
	complements of time indicating duration of an action	我等了他半天他还没来。 请您等一会儿。
	continuation of time to some point using 从...到	从早上到现在。
Place words and phrases	compass directions	东，东南，东北 南 西，西南，西北 北
	在 location word	他住在动物园附近。
	远and 近	我上学的地方很远。 学校离车站很近。
Particles	modal particles 呢and 吧	他找谁呢？ 你呢？ 吃饭吧！
Question words	who? what? why?	谁拿了我的书包？ 你有什么事？ 你为什么没打电话？
	when? where?	我们什么时候回家？ 妈，我的毛衣在哪儿？ 什么地方最好玩儿？
	how? 怎么，怎么样	你们的新老师怎么样？ 到火车站怎么走？
	asking quantities	你们中文班有多少学生？ 你带了多少钱？
	questions with 多 plus an adjective	你多大？ 你学了多长时间中文？
	which? 哪，哪样，哪种	她是哪国人？ 你喜欢哪种水果？

† receptive use

Grammatical item	Sub-elements	Example(s)
Syntax	equative sentences	王先生是老师吗？ 是，他是老师。
	sentences with an adjectival predicate †	他非常高兴。 这两件衣服是旧的。
	sentences with two objects	她教我汉语。
	sentences with 还是	她是中国人还是法国人？
	verbal expressions in sequence to show purpose of action	我想到中国去学汉语。
	conditional clauses	如果没有空就别来吧！ 你要是不回家，妈妈就会生气。 你不想开车就坐车去吧。 只要你早去，你就一定能见到她。
	clauses with 虽然…可是	他虽然写得很快，可是个字都没写对。
	clauses with 因为…所以	因为他没告诉我，所以我不知道。
	indefinite use of interrogatives †	谁都不喜欢他。 多少钱都买不到爱。 我哪儿都不想去。

† receptive use

## **9 Course Requirements**

For the Preliminary course:

- 120 indicative hours are required to complete the course.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the 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.

### **Recognition of Student Achievement in Vocational Education and Training (VET)**

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses at TAFE NSW.

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and TAFE modules endorsed within the Australian Qualifications Framework.

Teachers should contact the Board of Studies NSW for more information on VET modules in Chinese.

### **Recognition by TAFE NSW**

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students of Chinese in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Chinese Stage 6. This information can be found on the TAFE NSW website ([www.tafensw.edu.au/mchoice](http://www.tafensw.edu.au/mchoice)).

## 11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Chinese Continuers syllabus is contained in *Assessment and Reporting in Chinese Continuers 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 Continuers are available on the Board's website at

[www.boardofstudies.nsw.edu.au/syllabus\\_hsc](http://www.boardofstudies.nsw.edu.au/syllabus_hsc)