

# Chinese 2019 v1.0

## General Senior External Examination Syllabus

This syllabus is for implementation in 2019.

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# 1 Course overview

## 1.1 Introduction

### 1.1.1 Rationale

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Candidates do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition provides candidates with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Chinese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As candidates develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As candidates experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires candidates to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position candidates at the centre of their own learning. When candidates communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each candidate's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the candidate's life experience.

The ability to communicate in an additional language such as Chinese is an important 21st century skill. Candidates develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands candidates' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

## **Assumed knowledge, prior learning or experience**

This syllabus is designed for candidates who wish to study Chinese as an additional language and who have studied the P–10 Australian Curriculum: Chinese or similar. Other candidates with less formal language learning experience may also be able to meet the requirements of the syllabus successfully.

Stimulus texts for assessment will use the characters pertinent to the syllabus subject matter. Candidates may write responses in full form characters. This syllabus cannot be studied in conjunction with the *Chinese General Senior Syllabus 2019* and/or the *Chinese Extension General Senior Syllabus 2020*.

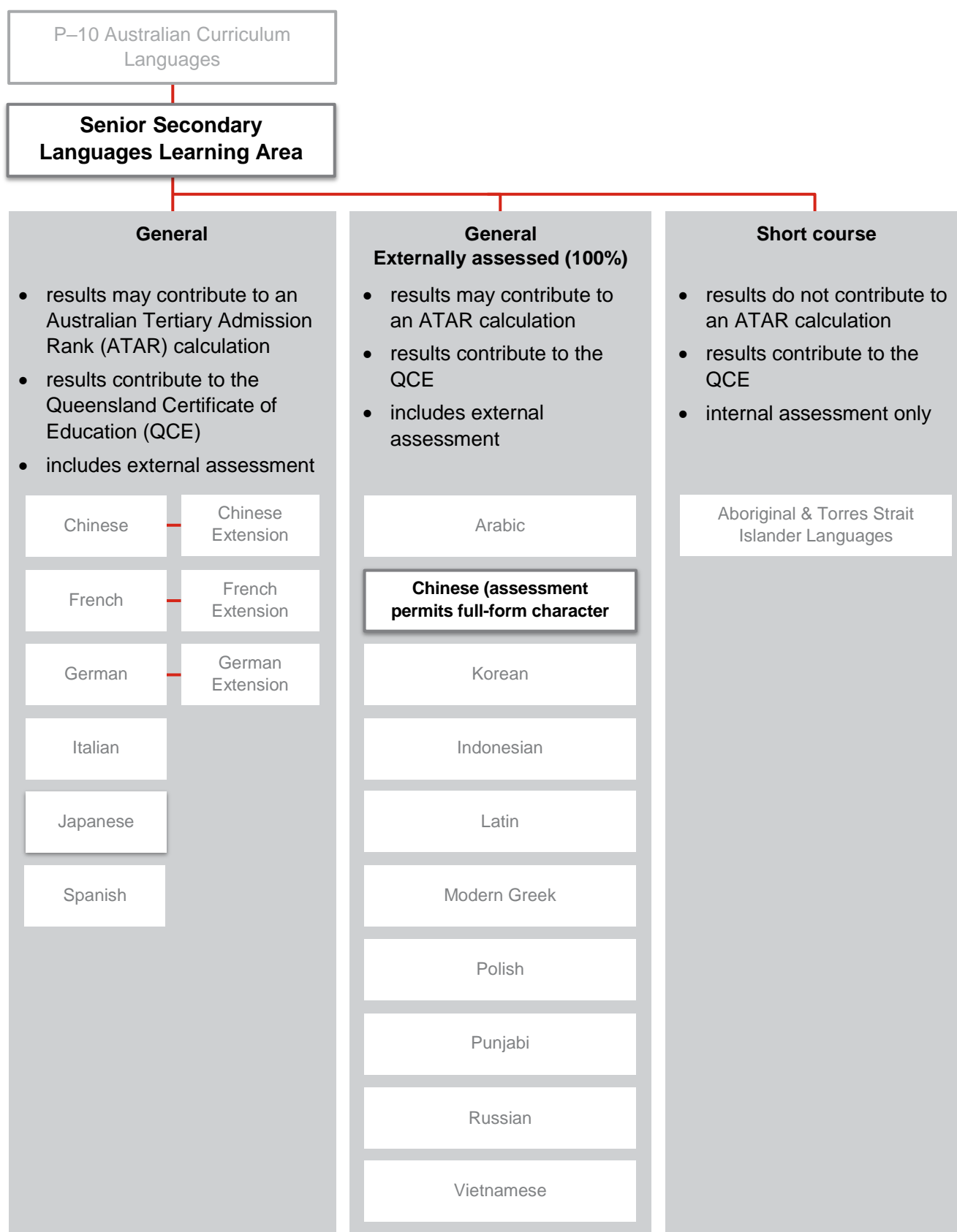
## **Pathways**

Chinese is a General externally assessed subject suited to candidates who are interested in pathways that lead to tertiary studies, vocational education or work. A course of study in Chinese can establish a basis for further education and employment in many professions and industries. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education.

## 1.1.2 Learning area structure

All learning areas build on the P–10 Australian Curriculum.

Figure 1: Learning area structure



### 1.1.3 Course structure

Chinese is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4.

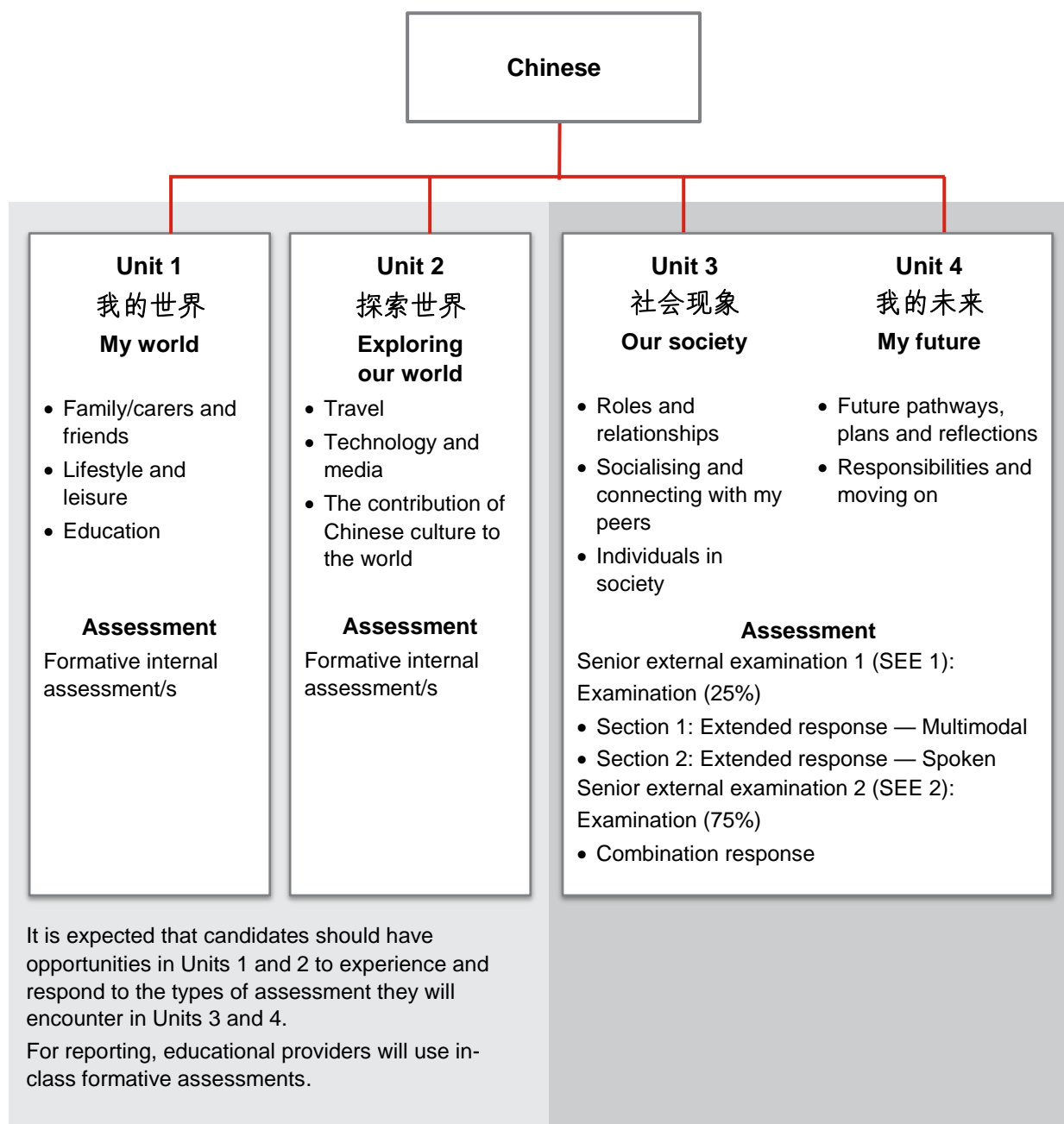
Units 1 and 2 provide foundational learning, which allows candidates to experience all syllabus objectives and begin engaging with the course subject matter. It is expected that candidates should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate candidate learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Figure 2 outlines the structure of this course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning. Time allocation depends on the method of study. Candidates who elect to study without systematic tuition must organise their time according to syllabus requirements and individual circumstances.

**Figure 2: Course structure**



## 1.2 Teaching and learning

### 1.2.1 Syllabus objectives

The syllabus objectives outline what candidates have the opportunity to learn. Assessment provides evidence of how well candidates have achieved the objectives.

Syllabus objectives inform unit objectives, which are contextualised for the subject matter and requirements of the unit. Unit objectives, in turn, inform the assessment objectives, which are further contextualised for the requirements of the assessment instruments. The number of each objective remains constant at all levels, i.e. Syllabus objective 1 relates to Unit objective 1 and to Assessment objective 1 in each assessment instrument.

Syllabus objectives are described in terms of actions that operate on the subject matter. Candidates are required to use a range of cognitive processes in order to demonstrate and meet the syllabus objectives. These cognitive processes are described in the explanatory paragraph following each objective in terms of four levels: retrieval, comprehension, analytical processes (analysis), and knowledge utilisation, with each process building on the previous processes (see Marzano & Kendall 2007, 2008). That is, comprehension requires retrieval, and knowledge utilisation requires retrieval, comprehension and analytical processes (analysis).

By the conclusion of the course of study, candidates will:

Syllabus objective	Unit 1	Unit 2	Unit 3	Unit 4
1. <u>comprehend</u> Chinese to <u>understand</u> information, ideas, opinions and experiences	•	•	•	•
2. <u>identify tone</u> , <u>purpose</u> , <u>context</u> and <u>audience</u> to <u>infer</u> meaning, <u>values</u> and <u>attitudes</u>	•	•	•	•
3. <u>analyse</u> and <u>evaluate</u> information and ideas to draw conclusions and <u>justify</u> opinions, ideas and <u>perspectives</u>	•	•	•	•
4. <u>apply</u> knowledge of Chinese <u>language elements</u> , structures and <u>textual conventions</u> to <u>convey meaning appropriate to context</u> , <u>purpose</u> , <u>audience</u> and <u>cultural conventions</u>	•	•	•	•
5. <u>structure</u> , <u>sequence</u> and <u>synthesise</u> information to <u>justify</u> opinions, ideas and <u>perspectives</u>	•	•	•	•
6. <u>use strategies to maintain communication</u> and <u>exchange</u> meaning in Chinese	•	•	•	•

#### 1. **comprehend Chinese to understand information, ideas, opinions and experiences**

When candidates comprehend Chinese to understand information, ideas, opinions and experiences, they respond to Chinese texts in contexts and determine meaning.

#### 2. **identify tone, purpose, context and audience to infer meaning, values and attitudes**

When candidates identify tone, purpose, context and audience, they use and synthesise linguistic and cultural knowledge to identify language elements and structures to examine meaning, values, attitudes and beliefs.



**3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives**

When candidates analyse and evaluate information and ideas to draw conclusions and justify opinions, they identify gist, key points, and detail to develop a point of view.

**4. apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions**

When candidates apply knowledge of language elements, structures and textual conventions to create texts, they retrieve and synthesise their knowledge of Chinese to construct, communicate, exchange and convey meaning.

**5. structure, sequence and synthesise information to justify opinions, ideas and perspectives**

When candidates structure, sequence and synthesise information to exchange and justify opinions, ideas and perspectives in Chinese, they organise language elements to explain and transmit information and ideas.

**6. use strategies to maintain communication and exchange meaning in Chinese.**

When candidates use strategies to maintain communication in Chinese, they retrieve and synthesise knowledge and skills of language and culture to generate and sustain the exchange of meaning.

## 1.2.2 Underpinning factors

There are three skill sets that underpin senior syllabuses and are essential for defining the distinctive nature of subjects:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying Chinese content
- numeracy — the knowledge, skills, behaviours and dispositions that candidates need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills candidates need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

These skill sets, which overlap and interact, are derived from current education, industry and community expectations. They encompass the knowledge, skills, capabilities, behaviours and dispositions that will help candidates live and work successfully in the 21st century.

Together these three skill sets shape the development of senior subject syllabuses. Although coverage of each skill set may vary from syllabus to syllabus, candidates should be provided with opportunities to learn through and about these skills over the course of study. Each skill set contains identifiable knowledge and skills that can be directly assessed.

### Literacy in Chinese

Literacy is the set of knowledge and skills about language and texts that is essential for understanding and conveying information in Chinese. Ongoing systematic teaching and learning focused on the literacy knowledge and skills specific to Chinese is essential for candidate achievement. This includes knowledge of the nature and structure of individual Chinese characters and the application of this knowledge to create well-formed and balanced characters through the correct use of strokes and components/radicals. Effective communication also requires knowledge of tones and written conventions.

Candidates need to learn and use the knowledge and skills of reading, viewing and listening to understand and acquire the Chinese language. Candidates need to learn and use the knowledge and skills of writing, composing and speaking to convey information in Chinese.

To understand and use literacy skills in Chinese, teaching and learning strategies include:

- comprehending language and texts to make literal and inferred meanings from Chinese texts
- using Chinese in educational settings, real-world and/or lifelike contexts to progress their own learning.

To analyse and evaluate Chinese texts, teaching and learning strategies include:

- using Chinese to convey ideas and information in particular ways to suit audience and purpose
- analysing the ways language is used to convey ideas and information in Chinese texts
- drawing conclusions about the purpose and audience of Chinese texts.

These aspects of literacy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter for Chinese.

## Numeracy in Chinese

Numeracy is about using mathematics to make sense of the world and applying mathematics in a context for a social purpose.

Numeracy encompasses the knowledge, skills, behaviours and dispositions that candidates need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

Although much of the explicit teaching of numeracy skills occurs in Mathematics, being numerate involves using mathematical skills across the curriculum. Therefore, numeracy development is an essential component of teaching and learning across the curriculum and a responsibility for all examiners.

To understand and use numeracy skills in Chinese, teaching and learning strategies include:

- identifying specific mathematical information in Chinese texts
- providing learning experiences and opportunities that support the application of candidates' general mathematical knowledge and problem-solving processes
- communicating and representing the language of numeracy in teaching, as appropriate.

These aspects of numeracy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter.

## 21st century skills

The 21st century skills identified in the following table reflect a common agreement, both in Australia and internationally, on the skills and attributes candidates need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

21st century skills	Associated skills	21st century skills	Associated skills
critical thinking	<ul style="list-style-type: none"> <li>• analytical thinking</li> <li>• problem-solving</li> <li>• decision-making</li> <li>• reasoning</li> <li>• reflecting and evaluating</li> <li>• intellectual flexibility</li> </ul>	creative thinking	<ul style="list-style-type: none"> <li>• innovation</li> <li>• initiative and enterprise</li> <li>• curiosity and imagination</li> <li>• creativity</li> <li>• generating and applying new ideas</li> <li>• identifying alternatives</li> <li>• seeing or making new links</li> </ul>
communication	<ul style="list-style-type: none"> <li>• effective oral and written communication</li> <li>• using language, symbols and texts</li> <li>• communicating ideas effectively with diverse audiences</li> </ul>	collaboration and teamwork	<ul style="list-style-type: none"> <li>• relating to others (interacting with others)</li> <li>• recognising and using diverse perspectives</li> <li>• participating and contributing</li> <li>• community connections</li> </ul>
personal and social skills	<ul style="list-style-type: none"> <li>• adaptability/flexibility</li> <li>• management (self, career, time, planning and organising)</li> <li>• character (resilience, mindfulness, open- and fair-mindedness, self-awareness)</li> <li>• leadership</li> <li>• citizenship</li> <li>• cultural awareness</li> <li>• ethical (and moral) understanding</li> </ul>	information & communication technologies (ICT) skills	<ul style="list-style-type: none"> <li>• operations and concepts</li> <li>• accessing and analysing information</li> <li>• being productive users of technology</li> <li>• digital citizenship (being safe, positive and responsible online)</li> </ul>

Chinese helps develop the following 21st century skills:

- critical thinking
- communication
- personal and social skills
- creative thinking
- collaboration and teamwork
- information & communication technologies (ICT) skills.

These elements of 21st century skills are embedded in the syllabus objectives, unit objectives and subject matter for Chinese.

### 1.2.3 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation in Australia. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland educational settings should provide opportunities for candidates to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal candidates and Torres Strait Islander candidates are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing candidate achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at [www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives](http://www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives).

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

Languages foster and sustain cultures, identities and communities. Through the study and acquisition of an additional language, candidates learn to value other identities and cultures as well as their own.

As the custodians of Australia's first languages, Australian Aboriginal peoples and Torres Strait Islander peoples are important members of the Australian community, whose cultures and perspectives have been sustained for over 50 000 years. For learners of Chinese, study that recognises the diversity and specificity of Aboriginal identities and Torres Strait Islander identities — through histories, traditional and contemporary cultures, lifestyles and values — provides further insight into the complexity and uniqueness of Australian identity in the present day.

When learning Chinese, examiners should consider the context of the local area and community. The place of Aboriginal cultures and languages and Torres Strait Islander cultures and languages should be acknowledged, and authentic connections to Aboriginal communities and Torres Strait Islander communities made. Candidates can explore Aboriginal perspectives and Torres Strait Islander perspectives in a number of contexts, such as lifestyle, leisure, travel, roles and relationships, and groups in society.

## 1.2.4 Pedagogical and conceptual frameworks

Language acquisition occurs in communicative contexts: communication encompasses the exchange and negotiation of meaning, drawing on awareness of intercultural understanding and cultural conventions.

Candidates acquire language through the purposeful and meaningful use of that language. Exchanges of information and ideas are authentic and relevant to the learner; candidates practise receptive, interactive and productive exchanges of information in communicative and age-appropriate contexts. Through engagement with a range of Chinese texts, candidates will demonstrate communicative and cognitive facility and a capacity to create and comprehend texts in Chinese.

The syllabus objectives for Chinese are interrelated and interdependent. They reflect the nature of Chinese language acquisition in a communicative and cultural context. To effectively engage candidates in exchanging ideas, information and opinions, the teaching and learning experiences for Chinese need to encompass a variety and range of modes, media and formats. Candidates and examiners are encouraged to interact in Chinese as the language of the educational setting. Active language use, in a variety of meaningful everyday situations and contexts, fosters an understanding and appreciation of Chinese language, culture, and their interrelationships. Teaching and learning experiences should support candidate engagement. Exchanges in and engagement with Chinese are meaningful when teaching and learning experiences allow for:

- retrieval of knowledge of language elements and textual conventions to understand and create texts
- consideration of context and cultural conventions to construct and engage with a range of written, spoken and visual text types
- development and organisation of information in a cohesive manner to communicate, explain and transmit ideas and demonstrate intercultural understanding
- synthesis of knowledge and skills to generate and sustain the exchange of meaning
- use of linguistic, textual and cultural knowledge for the analysis and creation of texts
- interpretation, analysis, comparison and evaluation of information and ideas to draw conclusions and justify opinions in responding to texts
- identification of information, ideas and textual elements to develop points of view
- recognition and appreciation of variations within languages that reflect cultural and community diversity.

Educational providers and candidates should develop learning experiences that allow candidates the opportunity to:

- analyse texts
- create texts
- exchange information and ideas.

These opportunities should cover unit objectives contextualised to the subject matter and requirements of each unit.

Educational providers and candidates should ensure that there is a balance of:

- modes
- subject matter
- objectives.

Candidates should engage with:

- listening, reading and viewing, with responses to
  - short items in English and Chinese
  - extended responses, paragraphs and/or short sentences in English and/or Chinese
- speaking and writing, with responses
  - in a wide variety of text types for each mode
  - across the different media or forms of technology, where possible
  - in Chinese to Chinese stimulus texts
- exchanges of information in Chinese.

In this way, each candidate develops their capacity to listen, read, speak, view and write in Chinese. Because candidates develop the capacity to listen, read, speak, view and write in Chinese unevenly, it is important that opportunities to demonstrate analysis, evaluation, drawing conclusions and the justification of opinions, ideas and perspectives be provided through responses in both English and Chinese.

Educational providers or candidates develop a course of study that balances learning and assessment so that candidates can easily move between the experiences in an educational setting and assessment of those experiences. This will allow educational providers or candidates to identify the most appropriate ways to improve language acquisition and monitor individual performance in relation to the syllabus objectives.

## **Use of dictionaries**

Dictionaries are an important tool in the acquisition of an additional language. Knowing how to use a dictionary is a necessary skill for learners of an additional language. The use of a dictionary is one of the problem-solving strategies employed by language learners and is useful for mediating conceptual meaning. Dictionaries may also be used for confirming literal meaning where a word or phrase is not known by a candidate. Dictionaries are important for maintaining communication in exchanges of information but their use should not hinder or impede the immediacy and spontaneity of an exchange.

The use of a dictionary is not an assessable skill, and dictionaries will not be used for senior external examination in this syllabus.

Educational providers or candidates can determine the dictionary to be used for formative assessments.

## 1.2.5 Subject matter

Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for candidates' learning and engagement with Chinese. It is particular to each unit in the course of study and provides the basis for candidate learning experiences.

Subject matter has a direct relationship to the unit objectives, but is of a finer granularity and is more specific. These statements of learning are constructed in a similar way to objectives. Each statement:

- describes an action (or combination of actions) — what the candidate is expected to do
- describes the element — expressed as information, mental procedures and/or psychomotor procedures
- is contextualised for the topic or circumstance particular to the unit.

### Organisation of subject matter

Subject matter in this syllabus is organised as topics.

Candidates acquire Chinese through engagement with the subject matter, using the mandatory language elements to respond to and create texts in relation to the unit topics. The subject matter and assessment in this syllabus requires candidates to use Chinese.

This is an iterative process. Across the four units, candidates should be given the opportunity to understand and create a wide range of text types.

Resources related to subject matter should support candidate acquisition of Chinese and understanding of the culture of Chinese people and Chinese-speaking communities. Therefore, resources and stimulus texts should be authentic; however, texts may be adapted for use in the educational setting to allow candidate access to ideas and information where expressions are beyond the language acquisition level of a cohort.

An integrated approach to teaching subject matter should be incorporated into the analysis and creation of Chinese texts. In a communicative language acquisition course, language elements should not be taught discretely, but should be integrated into the creation and analysis of Chinese texts.

Candidate acquisition of communicative Chinese will allow the cumulative engagement with subject matter to be demonstrated through analysis and evaluation of ideas and information in texts and through the creation of texts that convey and exchange meaning.

Unit duration is provided as advice for educational settings or candidates, to inform the depth and balance of coverage of each topic covered. Examples are provided as guidance for resource selection and are not exhaustive.

While educational providers may use in-class formative assessment addressing specific topics, it is expected that candidates will demonstrate their knowledge and skills in the external assessments.



## Mandatory language elements

The syllabus provides the mandatory language elements for Chinese. A working knowledge of these elements supports candidates in their development of learning the subject matter.

Candidates will be exposed to the mandatory language elements across Units 1 and 2 of the course of study. Learning experiences across the four units will provide the opportunity for candidates to acquire communicative language capacity using these language elements. Candidates will then be required to demonstrate their capacity to use these language elements.

In the mandatory language elements below, examples of sentences or phrases are given to highlight grammatical usage, rather than to indicate particular vocabulary. Other language elements may be added.

### 1. Phonology

- tones: four tones, neutral tone
- tone changes: two or more third tones in sequence, e.g. 不; 一
- pronunciation
- intonation

### 2. Morphology and syntax

#### Nouns

- proper nouns, e.g. 中国; 澳大利亚; 保罗
- general nouns, e.g. 老师; 学校; 意见
- reduplication of nouns, e.g. 人人; 家家

#### Position words

- 上; 下; 里; 外; 前; 后; 旁; 中(间); 左; 右; 东; 南; 西; 北
- with suffix, e.g. 前面; 外面
- as attributive with nouns, e.g. 前门; 后院
- with prepositions, e.g. 往回走

#### Pronouns

- personal, e.g. 我; 咱们; 自己
- demonstrative, e.g. 这; 那; 每; 另(外)
- interrogative, e.g. 谁; 什么; 怎么; 怎么样
- interrogative, of general notation (indefinite use), e.g. 谁都可以去。

### Numerical expressions

- cardinal numbers, e.g. 0 to 1 000 000 000
- ordinal numbers, e.g. 第一
- approximation, e.g. 二十几; 四百多; 三百左右
- fractions, e.g. 四分之三
- date: 年; 月; 日 (号); 星期
- time: clock time, e.g. 三点钟 (半/刻)
- telephone numbers
- price, e.g. 六十块 (元/毛/角/分)
- form of address, e.g. 三姨; 二哥
- age, e.g. 二十岁

### Measure words

- with nouns, e.g. 一个人; 两张桌子; 一些苹果
- with verbs, e.g. 两次; 四遍; 我去了五趟。

### Verbs

- equative: 是; 姓; 叫
- action, e.g. 走; 吃; 玩
- 有/没有 (to have; indicating existence)
- reduplication, e.g. 看看; 等一等
- 'verb-object' construction, e.g. 看书; 睡觉
- optative: 想; 要; 会; 能; 可以; 应该; 愿意

### Aspect of verbs

- 着 (continuing), e.g. 他穿着一件很漂亮的毛衣。
- 过 (experiential), e.g. 我们去过中国。
- 了 (completion), e.g. 我买了三张票。

### Adjectives

- general, e.g. 好; 高; 好听
- reduplication, e.g. 高高; 瘦瘦; 干干净净; 高高兴兴

### Attributes

- numeral–measure word, e.g. 两只狗
- demonstrative pronoun, e.g. 这本书
- noun + 的, e.g. 朋友的车, 我妈妈
- pronoun + 的, e.g. 她的笔
- subject–predicate construction, e.g. 他写的信
- verb + 的, e.g. 今天来的同学
- verbal construction + 的, e.g. 跟你跳舞的女孩子
- disyllabic adjective + 的, e.g. 漂亮的衣服
- adjective construction + 的, e.g. 很好的朋友

### Adverbs

- 也; 都; 很; 太; 一共; (正)在; 还 (in addition to; besides); 不; 没有
- 还 (existence; continuation of action; still), e.g. 还早呢。
- 还 (emphatic), e.g. 你还不快点儿!
- 才; 刚; 更; 比较; 最
- 就 (sooner; quicker; earlier), e.g. 今天我就想去。
- 就 (then), e.g. 他吃了就看电视。
- 就 (emphatic), e.g. 就要这些。
- 少; 已经
- 又 (again), e.g. 你又忘记了!
- 又 (in addition), e.g. 我吃了面包, 又吃了一块蛋糕。
- 再 (again), e.g. 明天再来吧!
- 再 (indicating action takes place after another action), e.g. 先吃饭再去。

### Adverbial modifiers

- adverb, e.g. 常常去
- monosyllabic adjective, e.g. 多听
- disyllabic adjective, e.g. 认真地听
- prepositional construction, e.g. 给她打电话。
- noun–measure denoting time, e.g. 我们三点去。

### Complements

- degree, e.g. 她跑得很快。
- quantity, e.g. 他比我小四岁。
- resultative, e.g. 吃完; 听懂
- action–measure, e.g. 再说一遍
- simple directional, e.g. 放下; 走进
- complex directional, e.g. 拿回去; 走进来
- potential (positive and negative), e.g. 看得见; 做不完
- time–measure, e.g. 睡了一个小时

### Prepositions

从; 在; 给 (e.g. 给我打电话); 离 (e.g. 离我家很近); 往; 跟; 对 (e.g. 他对我说)

### Particles

- 的: see above 'Attributes'
- 地: see above 'Adverbial modifiers'
- 得: see above 'Complements' (complement of degree; potential complement)
- aspect: 了; 着; 过: see above 'Aspect of verbs'
- modal: 啊 (affirmation ; approval; consent), e.g. 好啊!
- 吧 (softening tone), e.g. 走吧。
- 吧 (tone of uncertainty), e.g. 不对吧?
- 的 (denoting certainty), e.g. 他一定来的。
- 了 (reminding; warning), e.g. 别忘了。
- 了 (change/new circumstances), e.g. 今天不上课了。
- 呢 (tone modifier), e.g. 我还在工作呢!
- interrogative: 吗; 呢; 吧 (confirmation)

### Conjunctions

和; 还是; 或者; 可是

### Exclamations

哎哟; 喂

## Sentence types

- verb–predicate sentence
- 是, e.g. 这是我爸爸。
- 是 + 的 construction, e.g. 这是你的。
- with verbal predicate, e.g. 我学汉语。
- with predicate verb taking two objects, e.g. 她教我们汉语。
- with verbal expressions in series, e.g. 他去买东西。
- existential, e.g. 前面是图书馆。房间里有人。
- pivotal, e.g. 我请他写。他让我买。有人在家。
- subject–object predicate sentence as object, e.g. 他知道你来。
- sub-predicate construction as predicate, e.g. 你身体很好。
- passive
  - 让, e.g. 我们的行李让她拿走了。
  - 被, e.g. 他被老师批评。
- nominal–predicate sentence, e.g. 她十四岁。现在三点。
- adjective–predicate sentence, e.g. 他很高兴。
- interrogative sentence
  - with 吗, e.g. 你是中国人吗?
  - with 'affirmative-negative' form, e.g. 你是不是澳大利亚人?
  - with interrogative pronoun, e.g. 这是什么? 他是谁?
  - alternative sentence with 还是, e.g. 她是中国人还是日本人?
  - elliptical with 呢, e.g. 你呢? (content dependent); 李老师呢? 我的笔呢? (asking where)
  - 'tag' question: ....., 好吗? ....., 行吗? ....., 可以吗?
  - sentence without a subject, e.g. 下雨了。上课了。
  - single word (or phrase representing a single idea), e.g. 对。什么。小心! 对不起。劳驾。哎哟!
- comparative sentence
  - simple comparison, e.g. 她大, 我小; with 比; with 跟.....一样; 他说得有你有你 (那么 这么) 流利吗? 我跑得没有他快。
  - with 象.....一样

## Constructions

- .....的时候; .....极了; 从.....到.....
- .....多了, e.g. 这样做就容易多了。
- 不是.....吗, e.g. 你不是不想来吗?
- 不但.....而且, e.g. 我们不但要发展工业, 而且还要保护环境。
- 除了.....以外, e.g. 除了我以外, 他们都是上海人。
- 的, e.g. 做饭的。
- 多么.....啊, e.g. 这儿的风景多么美啊!
- 跟.....一起, e.g. 跟同学们一起去游泳。
- 快.....了, e.g. 快点儿, 银行快要关门了!
- 连.....也/都....., e.g. 他刚来的时候, 连一句英文都不懂。
- 虽然.....但是....., e.g. 虽然参加的人不多, 但是我们也玩得很开心。
- 要.....了, e.g. 快点儿, 火车就要开了!
- 要是.....就....., e.g. 要是下雨, 我们就在家里看电视。
- .....就....., e.g. 我一起床就去跑步。
- 有的.....有的....., e.g. 这个建议, 有的人赞成, 有的人反对。
- 有(一)点儿....., e.g. 这个菜有点儿辣。
- 因为.....所以....., e.g. 他因为病了, 所以没有来上课。
- 是.....的, e.g. 他是坐飞机来的。
- 把, e.g. 把书打开。
- 又.....又....., e.g. 又红又大; 又便宜又好
- 一面/边.....一面/边....., e.g. 他一面吃饭一面看书。
- 先....., 然后....., 最后....., e.g. 先去上海然后去北京最后去西安。
- 越.....越....., e.g. 越来越好

## 3. Formulas

您贵姓? 慢走。

## 4. Style

- form of address, e.g. 老师; 王太太; 刘先生; 小红; 老张
- formal and informal, e.g. 您 instead of 你; 贵姓? instead of 姓什么? ; 位 instead of 个

## 5. Other aspects

### Socialising

- using different forms of address, e.g. 赵老师 杨大夫 师傅 老黄 王大爷 王阿姨
- greeting, e.g. 你来了! 早! 来啦! 您(买菜)回来啦!
- leave taking, e.g. 我走了。我先走了。一会儿见! 慢走。你们慢吃。

- introducing, e.g. 这位是.....
- thanking/responding, e.g. 谢谢! 麻烦你(您)了。不客气。不用谢
- apologising/responding, e.g. 对不起, .....太麻烦你了! 没关系。没什么。
- expressing good wishes, e.g. 祝你.....! 代问.....好!

### Imparting and seeking information

- asking about/describing
  - people, e.g. 我是从.....来的。我的老家是.....。
  - place of origin, e.g. 他是从哪里来的? 我出生在.....。(emphasis)
  - occupation, e.g. 他在.....当.....。他在.....工作。
  - physical appearance, e.g.
    - .....长得很胖/瘦。
    - .....样子好的。
    - .....的头发。
    - .....挺长/短的。(colour, length, quality)
  - personality, e.g.
    - 他这个人.....
    - 他对人.....
    - 他很爱.....
    - 他脾气.....(e.g. 他脾气不好。)
  - places, e.g.
    - .....的西边/东边/南边/北边.....
    - .....都是.....(e.g. 山上都是树。)
    - 这里有没有.....一(进门)就是.....
  - location
    - .....靠海
    - .....右边/左边是.....
    - .....在.....和.....之间
    - motion away/towards, e.g. 走过来/走过去
  - manner
    - 大声地.....
    - 高兴地.....
    - 生气地.....
    - 慢慢地.....
  - availability/non-availability
    - 这儿卖.....吗?
    - 哪儿有卖.....的?
    - 这里买不到.....。
- activities, events, situations
  - points in time
    - future, e.g. .....以后/将来.....(e.g. 他以后/将来想当翻译。)
    - imminent future, e.g. 我来了! 一会儿就..... 正要去.....

- completion, e.g. 他走了。……看过了吗?
- commencement, e.g.
  - ……开始了。
  - ……以来
  - ……起来了(笑起来了)
- continuation, e.g.
  - ……了。(e.g. 我已经写了三封信了。)
  - ……着
  - 一直
- at the same time, e.g. 站着吃饭 又……又…… 一边……一边……
- sequence, e.g.
  - ……了 ……就……(e.g. 买了东西就去。)
  - ……以后/以前…… 先……, 然后……, 再……
  - 开始……, 后来…… 等了……才…… 以后再……
  - 第一……, 第二……
- duration, e.g.
  - 很久没……了。
  - ……多长时间?
  - 看了三个小时的电视。
- frequency, e.g.
  - ……几/多少次?
  - 再/又……
  - 很少……
  - 从来不……
- quantity
  - numbers and fractions, e.g. 10.3 (十点三)  $\frac{3}{4}$  (四分之三) 30% (百分之三十)
  - limits/approximation
    - 大概
    - 最多……天
    - 超过五十…… 不到……
    - 大约…… ……上下。
    - 七八个人
    - 差不多
- measurement, e.g.
  - 少了…… 减少了…… 增加了……
  - ……有多高?
  - ……体重多少公斤?
  - ……面积有……平方公里。
  - ……占总面积的三分之一。
  - ……的气温是(零下)……度。
- use measure word, e.g. 一杯咖啡



- by comparing
  - .....象.....。
  - .....没有.....大。
  - .....比较.....。
  - .....比.....更.....。
  - .....比.....得多。
- expressing ability/inability, e.g.
  - 看得完/看不完
  - 能看完
  - 带不了
- asking and explaining
  - .....怎么.....呢?
  - 我不能.....是因为.....
  - 除了.....以外, 还要.....呢?
  - 因为.....所以.....
  - 说明
  - 实际上
  - .....是什么意思?
  - 描述
  - .....是什么意思?
- expressing relationship, e.g.
  - 关系到 (e.g. 乱扔垃圾关系到环境污染。)
  - 联系

### Expressing attitudes

- enquiring about/expressing
  - opinions, e.g.
    - 我的看法是.....。
    - 我觉得.....。
    - 我认为.....。
    - 我想.....。
    - 我想我们应该.....。
    - 要我说
  - necessity and need, e.g.
    - .....要.....。
    - .....该.....。
    - .....不用.....。
  - intention, e.g.
    - 我打算.....。
    - 我希望.....。
    - 我想.....。

- hopes, desires and fears
  - 我希望.....能.....。
  - .....要是能.....就好了。
  - 我担心.....。
  - 我怕.....。
  - 要是.....怎么办?
- likes and dislikes, e.g.
  - 我爱.....
  - 我最怕..... (e.g. 我最怕做家务。)
- importance
  - 对我来说.....
  - .....不是特别重要。
- ease/difficulty, e.g.
  - 好/不好 (办)
  - 更难
  - 好容易
- likelihood, e.g.
  - 要..... (e.g. 要下雨了。)
  - 会.....吗?
  - 也许/可能是。
  - 不会的。
  - 一定会。
- admiration/praise, e.g.
  - 真高级!
  - 真了不起!
  - 真棒!
  - 你拉得真好!
- interest or lack of interest, e.g.
  - .....对.....挺感兴趣的。
  - .....对.....没有兴趣。
  - .....很有意思。
- surprise, e.g.
  - 哎哟!
  - 什么?
  - 是真的吗?
  - 真没想到。
- reassurance, e.g.
  - 别着急, .....
  - 放心吧!
  - 不要怕, .....
  - 你一定会.....。

- anger, e.g. 气死人了! 真不象话!
- criticism, e.g. ....给.....提意见。
- cause and effect, e.g.
  - (thing).....使..... (e.g. 互联网 使我们的生活更方便。)
  - (person).....让..... (e.g. 老师让我们上网找资料。)
- achievement, e.g. 达到..... (e.g. 学中文的人数达到 100 人)

### Getting things done

- asking for/giving
  - advice, e.g.
    - 你最好.....。
    - .....就更好了。
    - 我建议.....。
  - instruction, e.g.
    - 把..... (e.g. 把大的放在上面。)
    - 先.....然后.....最后.....。
    - 汉字怎么写?
  - directions, e.g.
    - 沿着.....走, 然后在.....站下车。
    - 换.....路车。
    - 往.....走。
  - commands, e.g.
    - 不许.....。
    - 别.....。
- warning, e.g.
  - 小心点儿!
  - 快.....。

### Organising and maintaining communication

- emphasising, e.g.
  - 他是 (不想吃) 。
  - 就是.....。
  - 还说.....呢!
  - .....就不.....!
  - .....才.....。
  - 连.....都.....。
- expressing lack of comprehension, e.g.
  - 听不懂.....
  - 看不懂.....

## Characters

The study of characters includes attention to stroke order and the concept of components/radicals. The following characters are essential subject matter for the senior external examination.

### 汉字

一 二 三 四 五 六 七 八 九 十 百 千 万 亿 两 第 这 那 哪 它 们 你 我 她 他  
男 女 是 不 有 没 的 住 姓 名 字 人 口 叫 生 很 太 最 更 极 非 常 多 少 大  
小 高 矮 低 长 短 远 近 胖 瘦 吵 闹 清 洁 慢 老 青 漂 亮 美 丽 方 便 宜 贵 容  
姨 祖 儿 女 家 庭 客 朋 友 师 同 学 几 怎 样 在 岁 呢 吗 吧 上 下 左 右 中 间  
史 作 业 书 教 问 用 为 什 么 谁 几 午 晚 年 月 日 号 码 星 期 天 今 明 昨 点  
里 旁 边 面 前 东 南 西 北 外 早 节 位 辆 台 座 块 毛 分 钱 每 各 些 许 买 卖  
半 个 只 支 本 张 双 件 条 次 看 听 说 写 画 送 给 电 视 象 对 睡 觉 得 地 已  
戴 带 穿 走 骑 吃 喝 玩 笑 做 看 共 样 正 就 又 和 跟 象 对 可 真 再 回 来 去  
球 休 息 红 黄 蓝 白 黑 绿 棕 色 共 样 正 就 又 和 跟 象 对 可 真 再 回 来 去  
经 完 定 先 后 希 望 想 算 知 道 被 让 认 帮 助 好 处 错 坐 喜 欢 迎 车 推 拉 寄 拿 找  
出 把 当 要 希 望 想 算 知 道 被 让 认 帮 助 好 处 错 坐 喜 欢 迎 车 推 拉 寄 拿 找  
澳 利 亚 华 侨 现 代 化 发 达 展 夏 秋 冬 温 暖 乐 愉 打 提 保 护 解 决 题 懂 情 该  
河 海 气 热 冷 雨 雪 冰 风 春 夏 秋 冬 温 暖 乐 愉 打 提 保 护 解 决 题 懂 情 该  
了 也 都 比 较 观 相 信 继 续 建 议 成 功 反 商 量 鼻 程 票 飞 途 末 技 随 总 愿 矛 租 富 花  
告 诉 参 加 观 礼 物 系 合 谈 架 院 手 机 果 眼 睛 坏 计 划 改 变 表 格 订 度 考  
靠 忘 记 礼 物 系 合 谈 架 院 手 机 果 眼 睛 坏 计 划 改 变 表 格 订 度 考  
兴 趣 习 惯 庆 收 传 统 影 响 印 古 胜 迹 坏 计 划 改 变 表 格 订 度 考  
交 通 堵 塞 危 险 宿 规 食 故 事 拜 访 排 馆 包 改 变 表 格 订 度 考  
纸 杂 志 确 偏 批 评 聊 联 武 术 菜 餐 馆 包 改 变 表 格 订 度 考  
独 立 责 任 孩 况 政 府 放 松 戏 尊 法 梦 职 申 出 等 酒 挺 奶 姥 公  
桌 狗 猫 跑 图 房 间 笔 起 病 办 部 唱 歌 城 体 停 奶 姥 公  
自 己 季 街 路 逛 紧 晴 肉 身 识 试 室 体 停 奶 姥 公  
您 牛 努 颜 养 衣 服 医 鱼 园 站 者 总 爷 奶 姥 公

#### Along with the following for recognition:

Surnames: 高 李 刘 王 黄 林 毛 张 赵

Famous people: 孔子 李白 孙中山 毛泽东 蒋介石

Places: 昆士兰 布里斯班 黄金海岸 阳光海岸 凯恩斯 汤斯维尔 图文巴 墨尔本 悉尼 堪培拉 北京 上海 广州 西安 南京 台湾 香港 澳门 新加坡 长江 黄河

Celebrations: 春节 元旦 中秋节 端午节 圣诞节

Other: 个人主义 集体主义

## Text selection

Text selection is an educational provider–based decision and should reflect the interests and needs of candidates.

Throughout the course of study, candidates should be provided with opportunities to engage with a wide range of texts to encourage their development as language learners and users. Texts selected for the course of study may be analytical, descriptive, informative, narrative, persuasive, satirical and comedic and transactional texts.

There should be a range and balance in the texts that candidates read, listen to and view, which embody the intercultural nature of language. The course should include texts designed for different purposes and audiences, and delivered through different media.

## Text types

Texts are classified by the purpose/s they are designed to achieve, which influence the characteristic features the texts employ, such as language, structure and mode of communication. Classifications are sometimes ambiguous or overlapping; they may include analytical, comedic, descriptive, informative, narrative, persuasive, procedural, satirical, transactional texts, among others.

**Analytical texts** develop an argument, make a judgment or advance an interpretation. They do this by identifying, examining and drawing conclusions about the elements or components that make up other texts, e.g. short essays, research reports.

**Descriptive texts** explain the features or characteristics of something, including a range of details, often with affective or sensory description. The purpose is to invite perception, empathy or visualisation (of people, places, or emotions), e.g. travel blogs, film reviews.

**Informative texts** convey factual content to educate or inform. Sub-types of informational texts include:

- explanatory texts, which present factual information with details to elucidate. The purpose is to invite developed understanding (of an action or event), e.g. annotations on a building plan or map, travel brochures
- procedural texts, which lay out a series of steps to be followed in a set order to complete a task, e.g. recipes, directions to a point of interest.

**Narrative texts** tell a story through a series of related events or experiences. Narrative texts use aesthetic features to provoke audience or reader responses, e.g. fairytales, novels, feature films.

**Persuasive texts** put forward a point of view to influence an audience. They may do this explicitly with argument and justification, or implicitly through the use of purposefully selected textual features, e.g. speeches, advertisements.

**Satirical and comedic texts** make fun of or mock people, events or concepts, or tell jokes, for the purposes of entertainment or social comment, e.g. satirical cartoons, comedy series.

**Transactional texts** occur in situations between two or more people, often involving negotiation or discussion, to achieve an outcome, e.g. conversations to purchase a product, a series of emails to organise a time and place for a meeting.

## 1.3 Assessment — general information

Assessments are formative in Units 1 and 2, and summative in Units 3 and 4.

Assessment	Unit 1	Unit 2	Unit 3	Unit 4
Formative assessments	•	•		
Senior external examination 1			•	•
Senior external examination 2			•	•

### 1.3.1 Formative assessments — Units 1 and 2

The sequencing, scope and scale of formative assessments for Units 1 and 2 are matters for each educational provider or individual candidate to decide. If this syllabus is delivered in a school setting, teachers are encouraged to use the A–E descriptors in the [reporting standards](#) to provide formative feedback to candidates and to report on progress.

Examiners are encouraged to use the A–E descriptors in the [reporting standards](#) to provide formative feedback to candidates and to report on progress.

### 1.3.2 Summative assessments — Units 3 and 4

Candidates will complete a total of *two* senior external examinations, both of which will count towards their final mark in this subject.

The senior external examinations provide the evidence of achievement for a candidate's profile. External assessment is:

- common to all candidates
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessments contribute 100% to the candidate's result in Chinese.

## 1.4 Reporting standards

Reporting standards are summary statements that succinctly describe typical performance at each of the five levels (A–E). They reflect the cognitive taxonomy and objectives of the course of study.

The primary purpose of reporting standards is for twice-yearly reporting on candidate progress. These descriptors can also be used to help examiners provide formative feedback to candidates.

### Reporting standards

A
<p>The candidate, in responding to texts in a range of contexts, demonstrates <u>thorough</u> comprehension of information, ideas, opinions and experiences in Chinese. <u>Tone</u>, purpose, <u>context</u> and <u>audience</u> are identified to <u>infer</u> valid and justifiable meaning, <u>values</u> and <u>attitudes</u>. <u>Discerning</u> analysis and evaluation of information and ideas are developed to draw valid conclusions with well-substantiated justification of opinions, ideas and <u>perspectives</u>.</p> <p>The candidate, in creating texts in a range of contexts, demonstrates a <u>discerning</u> application of knowledge of <u>language elements</u>, structures and <u>textual conventions</u> to <u>create</u> texts that <u>convey meaning appropriate to context</u>, purpose, <u>audience</u> and <u>cultural conventions</u>. Information and language elements are <u>structured</u>, sequenced and synthesised to convey well-<u>justified</u> opinions, <u>perspectives</u> and ideas in Chinese.</p> <p>The candidate, in exchanging meaning, demonstrates the use of <u>strategies to maintain communication</u>, demonstrating <u>effective</u> and contextually <u>appropriate</u> Chinese language.</p>
B
<p>The candidate, in responding to texts in a range of contexts, demonstrates an <u>effective</u> comprehension of information, ideas, opinions and experiences in Chinese. <u>Tone</u>, purpose, <u>context</u> and <u>audience</u> are identified to <u>infer</u> meaning, <u>values</u> and <u>attitudes</u>. <u>Appropriate</u> analysis and evaluation of information and ideas are developed to draw conclusions with justification of opinions, ideas and <u>perspectives</u>.</p> <p>The candidate, in creating texts in a range of contexts, demonstrates an <u>effective</u> application of knowledge of <u>language elements</u>, structures and <u>textual conventions</u> to <u>create</u> texts that <u>convey meaning appropriate to context</u>, purpose and <u>audience</u>. Information and language elements are <u>structured</u>, sequenced and synthesised to convey opinions, <u>perspectives</u> and ideas in Chinese.</p> <p>The candidate, in exchanging meaning, demonstrates the use of <u>strategies to maintain communication</u>, demonstrating contextually <u>appropriate</u> Chinese language.</p>
C
<p>The candidate, in responding to texts in a range of contexts, demonstrates comprehension of information, ideas, opinions and experiences in Chinese. <u>Tone</u>, purpose, <u>context</u> and <u>audience</u> are identified to <u>infer</u> some meaning, <u>values</u> and <u>attitudes</u>. Analysis and evaluation of <u>relevant</u> information and ideas are developed to draw conclusions with some justification of opinions, ideas and <u>perspectives</u>.</p> <p>The candidate, in creating texts in a range of contexts, demonstrates application of knowledge of <u>language elements</u>, structures and <u>textual conventions</u> to <u>create</u> texts that convey some meaning <u>appropriate to context</u>, purpose and <u>audience</u>. Information and language elements are <u>structured</u>, sequenced and synthesised to convey opinions, <u>perspectives</u> and ideas in Chinese.</p> <p>The candidate, in exchanging meaning, demonstrates the use of some <u>strategies to maintain communication</u>, demonstrating contextually <u>appropriate</u> Chinese language.</p>
D
<p>The candidate, in responding to and creating texts in a range of contexts, demonstrates <u>partial</u> comprehension of Chinese to <u>understand obvious</u> information and ideas. Some <u>context</u> and <u>audience</u> are identified to draw conclusions. Knowledge of Chinese <u>language elements</u>, structures and <u>textual conventions</u> is applied to <u>create</u> texts that convey <u>fragmented</u> meaning.</p>

E

The candidate, in responding to and creating texts in a range of contexts, demonstrates fragmented understanding of information in Chinese, and fragmented application of knowledge of Chinese language elements, structures and textual conventions.



## 2 Unit 1: 我的世界 — My world

### 2.1 Unit description

In Unit 1, candidates compare and contrast lifestyles and education in Australian and Chinese-speaking communities, homes and peer-group contexts. They communicate their understanding and experiences of relationships through the use of information and ideas in texts and language, such as formal and informal spoken language, and develop a variety of strategies to maintain communication. Candidates generate and compare information about their own and others' personal identities, and the cultural values related to personal and wider community lifestyles, leisure and education.

The subject matter engages candidates with aspects of language and textual conventions — to communicate similarities and differences, and to develop opinions about the lives and interests of young people — in familiar and unfamiliar educational and home environments.

#### Unit requirements

In Unit 1, 我的世界 — My world, subject matter is organised into three topics that require a notional 55 hours of teaching, learning and assessment in total, with a suggested:

- 15 hours on Unit 1 Topic 1: Family/carers and friends
- 40 hours on Unit 1 Topic 2: Lifestyle and leisure and Unit 1 Topic 3: Education.

Suggestions for Chinese resources and texts are incorporated in the subject matter.

### 2.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Candidates will:

1. comprehend Chinese to understand information, ideas, opinions and experiences related to family/carers, friendships, lifestyle, leisure and education
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to family/carers, friendships, lifestyle, leisure and education
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to family/carers, friendships, lifestyle, leisure and education
4. apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to family/carers, friendships, lifestyle, leisure and education
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to family/carers, friendships, lifestyle, leisure and education
6. use strategies to maintain communication and exchange meaning in Chinese to discuss family/carers, friendships, lifestyle, leisure and education with peers and Chinese-speaking community members.

## 2.3 Topic 1: Family/carers and friends

### Subject matter

In creating and evaluating Chinese texts, candidates will:

- consider and create introductions in a variety of age-appropriate settings in their own and Chinese-speaking communities, e.g. introduce and describe themselves and others in a variety of settings and text types
- comment on the similarities and differences in family/carers, friends and daily life in their own and Chinese-speaking communities, e.g. compare family/carer structures, discuss relationships with family/carers or siblings, create explanatory texts about family/carers, friends and daily life.

## 2.4 Topic 2: Lifestyle and leisure

### Subject matter

In creating and evaluating Chinese texts, candidates will:

- consider how interests, traditions, events and celebrations impact on family/carer identity, community connections and cultural values in their own and Chinese-speaking communities, e.g. research and compare significant events, leisure activities or sports in Chinese-speaking communities and Australia
- compare and contrast lifestyle and leisure for themselves and their peers in Chinese-speaking communities, e.g. negotiate leisure activity arrangements; compare what is considered a healthy lifestyle
- appraise the diversity of celebrations in their social sphere and those of their peers in Chinese-speaking communities, e.g. give reasons for family/carer activity preferences and/or values.

## 2.5 Topic 3: Education

### Subject matter

In creating and evaluating Chinese texts, candidates will:

- compare and explain education experiences, e.g. compare education systems, educational expectations and/or traditions
- analyse perspectives on the benefits and challenges of study, e.g. contrast experiences of peers in a variety of educational contexts in Australia and Chinese-speaking communities
- assess a variety of texts comparing education systems in Chinese-speaking communities and Australia, e.g. discuss values and attitudes towards education, educational expectations and/or traditions, and societal and cultural factors.

## 2.6 Assessment guidance

If this syllabus is delivered in an educational setting, providers should ensure that the objectives cover, or are chosen from, the unit objectives. If one formative assessment instrument is developed for a unit, it must assess all the unit objectives; if more than one formative assessment instrument is developed, the unit objectives must be covered across those instruments.

## 3 Unit 2: 探索世界 — Exploring our world

### 3.1 Unit description

In Unit 2, candidates move beyond their personal world to how they engage with the world. They do this by exploring options for personal travel and tourism in Chinese-speaking countries and Australia, and by considering the associated cultural conventions. Their study focuses on the increasingly central role and impact of technology and media in their own lives and the lives of Chinese-speaking peers. Candidates consider the ways that Chinese culture has contributed to the world, and reflect upon their experiences, compare options and express preferences, while appreciating diverse cultural values. This provides the opportunity to develop knowledge and understanding of a range of language elements and textual structures; to communicate similarities and differences; and to develop opinions about travel, technology and media, and the contribution of Chinese culture in the wider world.

#### Unit requirements

In Unit 2, 探索世界 — Exploring our world, subject matter is organised into three topics that require a notional 55 hours of teaching, learning and assessment in total, with a minimum of 5 hours on any single topic:

- Unit 2 Topic 1: Travel
- Unit 2 Topic 2: Technology and media
- Unit 2 Topic 3: The contribution of Chinese culture to the world.

Suggestions for Chinese resources and texts are incorporated in the subject matter.

### 3.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Candidates will:

1. comprehend Chinese to understand information, ideas, opinions and experiences related to travel, technology, media and Chinese culture
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to travel, technology, media and Chinese culture
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to travel, technology, media and Chinese culture
4. apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to travel, technology, media and Chinese culture
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to travel, technology, media and Chinese culture
6. use strategies to maintain communication and exchange meaning in Chinese to discuss travel, technology, media and Chinese culture with peers and Chinese-speaking community members.

### 3.3 Topic 1: Travel

#### Subject matter

In creating and evaluating Chinese texts, candidates will:

- describe personal travel and tourism in Chinese-speaking communities and Australia, e.g. identify places candidates have visited, recognise places of interest to Chinese-speakers and/or highlights of Chinese-speaking countries and Australian destinations (including places that are significant to Indigenous cultures)
- consider conversations related to travel options and experiences in Chinese-speaking communities, e.g. contrast cultural conventions associated with travel experiences
- analyse trends in travel and their impact, e.g. consider economic, environmental and/or security factors; compare types of tourism and marketing, e.g. ecotourism, sharing economy, extreme tourism, volunteer tourism
- evaluate tourist destinations by reflecting on travel experiences and the importance of travel, e.g. comment on the reasons for and attitudes towards travelling and/or popular destinations and events
- investigate the significant features of a famous destination or event, e.g. identify geographical, historical and/or cultural features of a Chinese destination or event; comment on the similarities and differences between significant sites in Australia
- justify decisions about travel options for specific audiences, e.g. discuss guidelines, rules, laws and expectations of travellers and the resulting recommendations for different groups.

### 3.4 Topic 2: Technology and media

#### Subject matter

In creating and evaluating Chinese texts, candidates will:

- consider the central role of technology in their own lives and the lives of Chinese-speaking peers, e.g. compare and contrast the ways they connect and acquire new information; identify ways technology has made travel easier or more accessible
- assess the impact of, and trends in, technology with regards to young people in the 21st century society, e.g. investigate the advantages and disadvantages of using technology to communicate and/or access information
- appraise the effects of technology and media on their own world view and on the world view of Chinese-speaking peers, e.g. evaluate the positive and negative effects of their own use of technology; discuss how the rapid transfer of news and information (substantiated and not) influences their world view.

### 3.5 Topic 3: The contribution of Chinese culture to the world

#### Subject matter

In creating and evaluating Chinese texts, candidates will:

- identify how Chinese traditional culture is maintained in the modern world, e.g. describe festivals, events, rites of passage and community celebrations
- analyse how aspects of Chinese culture have made diverse contributions around the world, e.g. consider to what extent Chinese culture is present in the local community and the reasons why
- investigate significant/prominent Chinese speaker/s and their contribution to linguistic/cultural identity, e.g. summarise significant/prominent Chinese speaker/s influence on the arts (music, film, literature or digital), sports or broader community.

## 3.6 Assessment guidance

If this syllabus is delivered in an educational setting, providers should ensure that the objectives cover, or are chosen from, the unit objectives. If one formative assessment instrument is developed for a unit, it must assess all the unit objectives; if more than one formative assessment instrument is developed, the unit objectives must be covered across those instruments. Candidates should be able to demonstrate their ability across the unit objectives, unit topics and the mandatory language elements.

# 4 Unit 3: 社会现象 — Our society

## 4.1 Unit description

In Unit 3, candidates investigate their place in society. They reflect on roles and relationships in society and how they and their peers retain a sense of connectedness and belonging. Consideration is also given to stereotyping of groups in the community and how identity is linked or challenged by membership of these groups in their own and Chinese-speaking communities. They learn how to express opinions about pressures and social expectations among their peers. As they comprehend, analyse, interpret and consider topics affecting their current and future society, candidates develop knowledge and understanding of a range of language elements. Candidates deepen their appreciation of cultural perspectives, as they are offered opportunities to use Chinese to synthesise how society impacts on themselves and their peers.

### Unit requirements

In Unit 3, 社会现象 — Our society, subject matter is organised into three topics that require a notional 55 hours of teaching, learning and assessment in total, with a suggested:

- 15 hours on Unit 3 Topic 1: Roles and relationships
- 40 hours across Unit 3 Topic 2: Socialising and connecting with my peers and Unit 3 Topic 3: Individuals in society.

Suggestions for Chinese resources and texts are incorporated in the subject matter.

## 4.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Candidates will:

Unit objective	SEE 1	SEE 2
1. <u>comprehend</u> Chinese to <u>understand</u> information, ideas, opinions and experiences <u>related</u> to relationships, roles in society, socialising and societal issues and ideas	•	•
2. <u>identify tone</u> , <u>purpose</u> , <u>context</u> and <u>audience</u> to <u>infer</u> meaning, <u>values</u> and <u>attitudes</u> <u>related</u> to relationships, roles in society, socialising and societal issues and ideas	•	•
3. <u>analyse</u> and <u>evaluate</u> information and ideas to <u>draw conclusions</u> and <u>justify</u> opinions, ideas and <u>perspectives related</u> to relationships, roles in society, socialising and societal issues and ideas	•	•
4. <u>apply</u> knowledge of Chinese <u>language elements</u> , structures and <u>textual conventions</u> to <u>convey meaning appropriate to context</u> , <u>purpose</u> , <u>audience</u> and <u>cultural conventions related</u> to relationships, roles in society, socialising and societal issues and ideas	•	•
5. <u>structure</u> , <u>sequence</u> and <u>synthesise</u> information to <u>justify</u> opinions, ideas and <u>perspectives related</u> to relationships, roles in society, socialising and societal issues and ideas	•	•
6. <u>use strategies to maintain communication</u> and <u>exchange</u> meaning in Chinese to <u>discuss</u> relationships, roles in society, socialising and societal issues and ideas with peers and Chinese-speaking <u>community</u> members.	•	

## 4.3 Topic 1: Roles and relationships

### Subject matter

In creating and evaluating Chinese texts, candidates will:

- recognise the diversity of roles and relationships as portrayed in a variety of media, e.g. summarise personal accounts detailing the evolving nature of family/carers, identify stereotypical versus actual family/carers and/or gender roles
- consider the concept of the individual and how different factors influence their perceptions of themselves and their place in society, e.g. compare and contrast how relationship status, cultural norms, social media and peer pressure impact self-image
- comment on the changing structure of the family/carer unit, stereotypical roles in society and gender bias in their own and Chinese-speaking communities in the 21st century, as represented in texts and media, e.g. summarise the differences and similarities of traditional social structures, cultural expectations and employment opportunities between home and Chinese-speaking communities.

## 4.4 Topic 2: Socialising and connecting with my peers

### Subject matter

In creating and evaluating Chinese texts, candidates will:

- identify and describe how they and their Chinese-speaking peers socialise and connect with each other, e.g. summarise the opportunities available, describe specific activities and barriers to socialising and connecting
- compare the opportunities and challenges for young people in maintaining a sense of connectedness, e.g. determine societal expectations and definitions of success and the impact on young peoples' sense of belonging
- analyse the impact of socialising and connecting with their peers, e.g. consider the nature of connectedness with their peers in their own and Chinese-speaking communities
- discuss and advise peers on issues that affect young people and are impacted by their cultural values and beliefs, e.g. consider topics such as youth health, addiction and harassment.

## 4.5 Topic 3: Individuals in society

### Subject matter

In creating and evaluating Chinese texts, candidates will:

- identify how the 'individual' can contribute to society, e.g. participating in community service organisations and support groups for those in need
- investigate news items impacting on young people, e.g. comment on the effect of world events on their lives and how they develop opinions and/or make decisions
- evaluate the effect of traditional and societal values on young people, e.g. appraise the impact of societal expectations/conventions on their life and those of Chinese-speaking peers.

## 4.6 Assessment

### 4.6.1 Senior external examination 1 (SEE 1): Examination (25%)

#### **General information**

Senior external examination 1 is developed and marked by the QCAA. In Chinese, it contributes 100% to a candidate's overall subject result. This assessment contributes 25% of that result.

The external assessment in Chinese is common to all candidates and administered under the same conditions, on a given date, and at a specified time.

This examination is divided into two sections:

Section 1: Extended response — Multimodal

Criterion: Analysing Chinese texts in Chinese — a prepared, individual, multimodal response to Chinese stimulus texts

Section 2: Extended response — Spoken

Criterion: Exchanging information and ideas in Chinese — an individual spoken response to unseen open-ended follow-up questions in an examiner–candidate conversation in Chinese.

### 4.6.2 Senior external examination 2 (SEE 2): Examination (75%)

#### **General information**

Senior external examination 2 is developed and marked by the QCAA. In Chinese, it contributes 100% to a candidate's overall subject result. This assessment contributes 75% of that result.

The external assessment in Chinese is common to all candidates and administered under the same conditions, at the same time, on the same day.

This examination is a combination of extended and short responses in English and Chinese.



# 5 Unit 4: 我的未来 — My future

## 5.1 Unit description

In Unit 4, candidates focus on their future pathways. This includes end-of-study celebrations, candidates' plans for their immediate future and how these plans, responsibilities and aspirations compare with those of young Chinese speakers. As candidates research and discuss, and then create texts relevant to those completing their education, they consolidate their knowledge and understanding of a range of language elements, structures and text types. Candidates are offered opportunities to use Chinese, to explore their perspectives on issues relevant to their futures and to the futures of their peers, and to reflect on the next phase of their lives.

### Unit requirements

In Unit 4, 我的未来 — My future, subject matter is organised into two topics that require a notional 55 hours of teaching, learning and assessment in total, with a suggested:

- 27 hours on Unit 4 Topic 1: Future pathways, plans and reflections
- 28 hours on Unit 4 Topic 2: Responsibilities and moving on.

Suggestions for Chinese resources and texts are incorporated in the subject matter.

## 5.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Candidates will:

Unit objective	SEE 1	SEE 2
1. <u>comprehend</u> Chinese to <u>understand</u> information, ideas, opinions and experiences <u>related</u> to completing their education, future plans and responsibilities	•	•
2. <u>identify tone</u> , purpose, <u>context</u> and <u>audience</u> to <u>infer</u> meaning, <u>values</u> and <u>attitudes</u> <u>related</u> to completing their education, future plans and responsibilities	•	•
3. <u>analyse</u> and <u>evaluate</u> information and ideas to <u>draw conclusions</u> and <u>justify</u> opinions, ideas and <u>perspectives</u> <u>related</u> to completing their education, future plans and responsibilities	•	•
4. <u>apply</u> knowledge of Chinese <u>language elements</u> , structures and <u>textual conventions</u> to <u>convey meaning appropriate to context</u> , purpose, <u>audience</u> and <u>cultural conventions</u> <u>related</u> to completing their education, future plans and responsibilities	•	•
5. <u>structure</u> , <u>sequence</u> and <u>synthesise</u> information to <u>justify</u> opinions, ideas and <u>perspectives</u> <u>related</u> to completing their education, future plans and responsibilities	•	•
6. <u>use strategies to maintain communication</u> and <u>exchange</u> meaning in Chinese to <u>discuss</u> completing their education, future plans and responsibilities with peers and Chinese-speaking <u>community</u> members.	•	

## 5.3 Topic 1: Future pathways, plans and reflections

### Subject matter

In creating and evaluating Chinese texts, candidates will:

- reflect on the next phase of their lives, e.g. describe the significance of graduation ceremonies and completion of education celebrations in Australian and Chinese-speaking communities; explain their achievements, challenges and experiences as a candidate
- consider the role of Chinese in their future, e.g. explore the opportunities for future study, travel, employment and career prospects
- discuss a variety of perspectives about completing their education and plans for the future, e.g. summarise their plans for travel, study and careers and the factors that impact on these decisions
- comment on personal feelings about their experiences and the relationships they most valued, and what they will miss as they complete their education e.g. advise future candidates on what they wish they had known and/or done differently.

## 5.4 Topic 2: Responsibilities and moving on

### Subject matter

In creating and evaluating Chinese texts, candidates will:

- compare and contrast employment prospects and post-study options in their own and Chinese-speaking communities, e.g. consider study and job opportunities in a range of Chinese-speaking communities and the associated economic factors (cost of living, accommodation)
- discuss the considerations associated with creating a more independent life for themselves and Chinese-speaking peers, e.g. offer advice to their peers on study and employment
- comment on their own concerns relating to the responsibilities they face as they enter the next phase of their lives, e.g. discuss the kind of person they aspire to be and the impact they hope to have on others/the world.

## 5.5 Assessment

### 5.5.1 Senior external examination 1 (SEE 1): Examination (25%)

#### General information

Senior external examination 1 is developed and marked by the QCAA. In Chinese, it contributes 100% to a candidate's overall subject result. This assessment contributes 25% of that result.

The external assessment in Chinese is common to all candidates and administered under the same conditions, on a given date, and at a specified time.

This examination is divided into two sections:

Section 1: Extended response — Multimodal

Criterion: Analysing Chinese texts in Chinese — a prepared, individual, multimodal response to Chinese stimulus texts

Section 2: Extended response — Spoken

Criterion: Exchanging information and ideas in Chinese — an individual spoken response to unseen open-ended follow-up questions in an examiner–candidate conversation in Chinese.

#### Section 1: Extended response — Multimodal

##### Description

Senior external examination 1, Section 1, assesses subject matter selected from:

- Unit 3 Topic 1: Roles and relationships
- Unit 3 Topic 2: Socialising and connecting with my peers
- Unit 3 Topic 3: Individuals in society
- Unit 4 Topic 1: Future pathways, plans and reflections
- Unit 4 Topic 2: Responsibilities and moving on.

This assessment focuses on the communication and exchange of ideas and information. It is an open-ended task responding to three to five QCAA-provided Chinese stimulus texts. While candidates may undertake some research when developing the extended response, it is not the focus of this technique.

Candidate responses must be completed individually and in a set timeframe.

Candidates may choose to support their response with additional resources as incorporated into their multimodal presentation for the assessment; these do not form part of the stimulus for the task.

## Assessment objectives

This assessment is used to determine candidate achievement in the following criteria and associated objectives.

1. comprehend Chinese to understand information, ideas, opinions and experiences related to relationships, roles in society, socialising and societal issues and ideas, and/or future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
4. apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
6. use strategies to maintain communication and exchange meaning in Chinese to discuss relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities with peers and Chinese-speaking community members

## Specifications

This section requires candidates to:

- respond to three to five Chinese stimulus texts provided by the QCAA
- analyse and synthesise the stimulus texts to identify different perspectives
- structure, sequence and synthesise their individual response over a six-week period.

The three to five stimulus texts will:

- cover a range of text types
- be authentic
- be related to Unit 3 and Unit 4 subject matter.

The candidate's response:

- must be a prepared, individual, multimodal presentation of 8– 10 minutes in Chinese
- may be supported by notes
- must offer a personal response, including their own perspectives, on the ideas and information offered in the QCAA-provided stimulus texts
- will be recorded as evidence of the quality of the response and be made available for quality assurance processes.

## Conditions

- Duration: 6 weeks notification and preparation with QCAA-provided stimulus.
- Length: 8–10 minutes in Chinese.

## Section 2: Extended response — Spoken

### Description

Senior external examination 1, Section 2, assesses subject matter selected from:

- Unit 3 Topic 1: Roles and relationships
- Unit 3 Topic 2: Socialising and connecting with my peers
- Unit 3 Topic 3: Individuals in society
- Unit 4 Topic 1: Future pathways, plans and reflections
- Unit 4 Topic 2: Responsibilities and moving on.

### Assessment objectives

This assessment is used to determine candidate achievement in the following criteria and associated objectives.

1. comprehend Chinese to understand information, ideas, opinions and experiences related to relationships, roles in society, socialising and societal issues and ideas, and/or future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
4. apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
6. use strategies to maintain communication and exchange meaning in Chinese to discuss relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities with peers and Chinese-speaking community members

### Specifications

This section requires candidates to respond spontaneously to unseen open-ended questions in Chinese related to their response to the QCAA-provided unseen stimulus text/s and Unit 3 and Unit 4 subject matter.

The spoken conversation must:

- be an unprepared candidate-centred conversation in Chinese with the examiner of 7–8 minutes in length
- provide opportunities to sustain communication and exchange meaning in Chinese
- be recorded as evidence of the quality of the response and be made available for quality assurance processes.

### **Conditions**

- Length: 7–8 minutes of unprepared candidate-centred conversation in Chinese with the examiner.
- Other: dictionaries not permitted.

## 5.5.2 Senior external examination 2 (SEE 2): Examination (75%)

### General information

Senior external examination 2 is developed and marked by the QCAA. In Chinese, it contributes 100% to a candidate's overall subject result. This assessment contributes 75% of that result.

The external assessment in Chinese is common to all candidates and administered under the same conditions, at the same time, on the same day.

This examination is a combination of extended and short responses in English and Chinese.

### Combination response

#### Description

Senior external examination 2 assesses subject matter selected from:

- Unit 3 Topic 1: Roles and relationships
- Unit 3 Topic 2: Socialising and connecting with my peers
- Unit 3 Topic 3: Individuals in society
- Unit 4 Topic 1: Future pathways, plans and reflections
- Unit 4 Topic 2: Responsibilities and moving on.

The examination assesses the application of a range of cognitions to multiple provided items — questions related to unseen Chinese stimulus texts, questions, scenarios and/or problems.

Candidate responses must be completed individually, under supervised conditions, and in a set timeframe.

#### Assessment objectives

This assessment is used to determine candidate achievement in the following criteria and associated objectives:

1. comprehend Chinese to understand information, ideas, opinions and experiences related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
4. apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities

**Note:** Objective 6 is not assessed in this instrument.

## Specifications

This examination is a combination of extended and short responses in English and Chinese related to three to six unseen Chinese stimulus texts.

Criterion: Analysing Chinese texts in English and Chinese

This criterion requires candidates to:

- respond to three to six Chinese stimulus texts, which:
  - are authentic
  - relate to Unit 3 and 4 subject matter
  - include at least one written text, and one audio or audiovisual text
  - are 500–800 characters in length, when combined as written text/s and transcript/s
- respond in English and Chinese to unseen questions, scenarios and/or problems, e.g.
  - interpreting graphs, tables or diagrams
  - completing items requiring short and/or extended responses
  - responding to unseen stimulus texts
  - interpreting ideas and information in Chinese texts
- analyse, synthesise and evaluate questions, scenarios and/or problems in response to Chinese text/s
- write in full sentences, where appropriate, constructing a response so that ideas are maintained, developed and justified.

Criterion: Creating Chinese texts

This criterion requires candidates to respond to unseen questions, scenarios and/or problems in Chinese. Candidates may choose to use full form characters in their response. The *Hànyǔ pīnyīn* phonetic system may be drawn on to communicate meaning when a character cannot be recalled. This may, however, not be appropriate to the criterion and objectives and thus may affect the candidate's level of achievement.

## Conditions

- Time: 2 hours plus 15 minutes perusal.
- Length
  - responses in English
    - written short answer responses, up to 100 words per item
    - total response of 400–600 words
  - responses in Chinese
    - written short and extended answer responses, up to 300 characters per item
    - total response of 500–700 characters.
- Other: no supporting materials permitted.



## 6 Glossary

Term	Explanation
<b>A</b>	
<b>accomplished</b>	highly trained or skilled in a particular activity; perfected in knowledge or training; expert
<b>accuracy</b>	the condition or quality of being true, correct or exact; freedom from error or defect; precision or exactness; correctness; in science, the extent to which a measurement result represents the quantity it purports to measure; an accurate measurement result includes an estimate of the true value and an estimate of the uncertainty
<b>accurate</b>	precise and exact; to the point; consistent with or exactly conforming to a truth, standard, rule, model, convention or known facts; free from error or defect; meticulous; correct in all details
<b>additional language acquisition</b>	process by which a language other than a person's native language is learnt, including culturally appropriate communicative habits; also referred to as 'second language acquisition'
<b>adept</b>	very/highly skilled or proficient at something; expert
<b>adequate</b>	satisfactory or acceptable in quality or quantity equal to the requirement or occasion
<b>analyse</b>	dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences
<b>applied learning</b>	the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts that may encompass workplace, industry and community situations; it emphasises learning through doing and includes both theory and the application of theory, connecting subject knowledge and understanding with the development of practical skills
<b>Applied subject</b>	a subject whose primary pathway is work and vocational education; it emphasises applied learning and community connections; a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from Applied syllabuses contribute to the QCE; results may contribute to ATAR calculations
<b>apply</b>	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation
<b>appraise</b>	evaluate the worth, significance or status of something; judge or consider a text or piece of work
<b>appreciate</b>	recognise or make a judgment about the value or worth of something; understand fully; grasp the full implications of

Term	Explanation
<b>appropriate</b>	acceptable; suitable or fitting for a particular purpose, circumstance, context, etc.
<b>apt</b>	suitable to the purpose or occasion; fitting, appropriate
<b>area of study</b>	a division of, or a section within a unit
<b>argue</b>	give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons
<b>aspect</b>	a particular part of a feature of something; a facet, phase or part of a whole
<b>assess</b>	measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something
<b>assessment</b>	purposeful and systematic collection of information about candidates' achievements
<b>assessment instrument</b>	a tool or device used to gather information about candidate achievement
<b>assessment objectives</b>	drawn from the unit objectives and contextualised for the requirements of the assessment instrument (see also 'syllabus objectives', 'unit objectives')
<b>assessment technique</b>	the method used to gather evidence about candidate achievement, (e.g. examination, project, investigation)
<b>astute</b>	showing an ability to accurately assess situations or people; of keen discernment
<b>ATAR</b>	Australian Tertiary Admission Rank
<b>attitudes</b>	in languages, how an author or creator of a text feels about the topic, situation and audience
<b>audience</b>	in languages, recipients of a text; the group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing, e.g. candidates in educational settings, an individual, the wider community
<b>audio</b>	in languages, texts that are listened to
<b>audiovisual</b>	in languages, texts that are viewed and listened to
<b>authentic</b>	in languages, original or modified text that would be used by a background speaker for communicative purposes
<b>authoritative</b>	able to be trusted as being accurate or true; reliable; commanding and self-confident; likely to be respected and obeyed
<b>B</b>	
<b>background speaker</b>	native speaker of a language or a person who has had significant exposure to and/or knowledge of a language and culture
<b>balanced</b>	keeping or showing a balance; not biased; fairly judged or presented; taking everything into account in a fair, well-judged way
<b>basic</b>	fundamental

Term	Explanation
<b>beliefs</b>	what a person, society or group holds to be true
<b>C</b>	
<b>calculate</b>	determine or find (e.g. a number, answer) by using mathematical processes; obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information
<b>categorise</b>	place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate
<b>challenging</b>	difficult but interesting; testing one's abilities; demanding and thought-provoking; usually involving unfamiliar or less familiar elements
<b>characteristic</b>	a typical feature or quality
<b>Chinese culture</b>	culture that pertains to the Chinese language and the communities in which the language is spoken, rather than just the country of China
<b>clarify</b>	make clear or intelligible; explain; make a statement or situation less confused and more comprehensible
<b>clarity</b>	clearness of thought or expression; the quality of being coherent and intelligible; free from obscurity of sense; without ambiguity; explicit; easy to perceive, understand or interpret
<b>classify</b>	arrange, distribute or order in classes or categories according to shared qualities or characteristics
<b>clear</b>	free from confusion, uncertainty, or doubt; easily seen, heard or understood
<b>clearly</b>	in a clear manner; plainly and openly, without ambiguity
<b>coherent</b>	having a natural or due agreement of parts; connected; consistent; logical, orderly; well-structured and makes sense; rational, with parts that are harmonious; having an internally consistent relation of parts
<b>cohesive</b>	characterised by being united, bound together or having integrated meaning; forming a united whole
<b>comment</b>	express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation
<b>communicate</b>	convey knowledge and/or understandings to others; make known; transmit
<b>community</b>	a group of people who share common language, identity, and/or experience
<b>compare</b>	display recognition of similarities and differences and recognise the significance of these similarities and differences

Term	Explanation
<b>competent</b>	having suitable or sufficient skills, knowledge, experience, etc. for some purpose; adequate but not exceptional; capable; suitable or sufficient for the purpose; having the necessary ability, knowledge or skill to do something successfully; efficient and capable (of a person); acceptable and satisfactory, though not outstanding
<b>competently</b>	in an efficient and capable way; in an acceptable and satisfactory, though not outstanding, way
<b>complex</b>	composed or consisting of many different and interconnected parts or factors; compound; composite; characterised by an involved combination of parts; complicated; intricate; a complex whole or system; a complicated assembly of particulars
<b>comprehend</b>	understand the meaning or nature of; grasp mentally
<b>comprehensive</b>	inclusive; of large content or scope; including or dealing with all or nearly all elements or aspects of something; wide-ranging; detailed and thorough, including all that is relevant
<b>concise</b>	expressing much in few words; giving a lot of information clearly and in a few words; brief, comprehensive and to the point; succinct, clear, without repetition of information
<b>concisely</b>	in a way that is brief but comprehensive; expressing much in few words; clearly and succinctly
<b>conduct</b>	direct in action or course; manage; organise; carry out
<b>consider</b>	think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on
<b>considerable</b>	fairly large or great; thought about deliberately and with a purpose
<b>considered</b>	formed after careful and deliberate thought
<b>consistent</b>	agreeing or accordant; compatible; not self-opposed or self-contradictory, constantly adhering to the same principles; acting in the same way over time, especially so as to be fair or accurate; unchanging in nature, standard, or effect over time; not containing any logical contradictions (of an argument); constant in achievement or effect over a period of time
<b>construct</b>	create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build
<b>context</b>	the environment in which an event occurs, or in the case of a text, is created or responded to; context may include the general social, historical and cultural conditions (the context of culture), the specific features of its immediate social environment (context of situation), or, when analysing a text, the parts of a text before or after a selected passage or word, and relevant to it (in context)
<b>contrast</b>	display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout

Term	Explanation
<b>controlled</b>	shows the exercise of restraint or direction over; held in check; restrained, managed or kept within certain bounds
<b>conventions</b>	in languages, cultural and linguistic norms or accepted practices
<b>convey meaning</b>	to express a thought, feeling, idea, opinion, experience or fact so it is understood by others
<b>convincing</b>	persuaded by argument or proof; leaving no margin of doubt; clear; capable of causing someone to believe that something is true or real; persuading or assuring by argument or evidence; appearing worthy of belief; credible or plausible
<b>course</b>	a defined amount of learning developed from a subject syllabus
<b>create</b>	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole
<b>creative</b>	resulting from originality of thought or expression; relating to or involving the use of the imagination or original ideas to create something; having good imagination or original ideas
<b>credible</b>	capable or worthy of being believed; believable; convincing
<b>criterion</b>	the property or characteristic by which something is judged or appraised
<b>critical</b>	involving skilful judgment as to truth, merit, etc.; involving the objective analysis and evaluation of an issue in order to form a judgment; expressing or involving an analysis of the merits and faults of a work of literature, music, or art; incorporating a detailed and scholarly analysis and commentary (of a text); rationally appraising for logical consistency and merit
<b>critique</b>	review (e.g. a theory, practice, performance) in a detailed, analytical and critical way
<b>cultural conventions</b>	common set of norms and established standards shared by members of a group, to which each person is expected to conform
<b>cultural values</b>	common set of beliefs and principles shared by a group
<b>cursory</b>	hasty, and therefore not thorough or detailed; performed with little attention to detail; going rapidly over something, without noticing details; hasty; superficial
<b>D</b>	
<b>decide</b>	reach a resolution as a result of consideration; make a choice from a number of alternatives
<b>deduce</b>	reach a conclusion that is necessarily true, provided a given set of assumptions is true; arrive at, reach or draw a logical conclusion from reasoning and the information given
<b>defensible</b>	justifiable by argument; capable of being defended in argument
<b>define</b>	give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities

Term	Explanation
<b>demonstrate</b>	prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition
<b>derive</b>	arrive at by reasoning; manipulate a mathematical relationship to give a new equation or relationship; in mathematics, obtain the derivative of a function
<b>describe</b>	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
<b>design</b>	produce a plan, simulation, model or similar; plan, form or conceive in the mind; in English, select, organise and use particular elements in the process of text construction for particular purposes; these elements may be linguistic (words), visual (images), audio (sounds), gestural (body language), spatial (arrangement on the page or screen) and multimodal (a combination of more than one)
<b>detailed</b>	executed with great attention to the fine points; meticulous; including many of the parts or facts
<b>determine</b>	establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution
<b>develop</b>	elaborate, expand or enlarge in detail; add detail and fullness to; cause to become more complex or intricate
<b>devise</b>	think out; plan; contrive; invent
<b>differentiate</b>	identify the difference/s in or between two or more things; distinguish, discriminate; recognise or ascertain what makes something distinct from similar things; in mathematics, obtain the derivative of a function
<b>discerning</b>	discriminating; showing intellectual perception; showing good judgment; making thoughtful and astute choices; selected for value or relevance
<b>discriminate</b>	note, observe or recognise a difference; make or constitute a distinction in or between; differentiate; note or distinguish as different
<b>discriminating</b>	differentiating; distinctive; perceiving differences or distinctions with nicety; possessing discrimination; perceptive and judicious; making judgments about quality; having or showing refined taste or good judgment
<b>discuss</b>	examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence
<b>disjointed</b>	disconnected; incoherent; lacking a coherent order/sequence or connection
<b>distinguish</b>	recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items

Term	Explanation
<b>diverse</b>	of various kinds or forms; different from each other
<b>document</b>	support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations)
<b>draw conclusions</b>	make a judgment based on reasoning and evidence
<b>E</b>	
<b>effective</b>	successful in producing the intended, desired or expected result; meeting the assigned purpose
<b>efficient</b>	working in a well-organised and competent way; maximum productivity with minimal expenditure of effort; acting or producing effectively with a minimum of waste, expense or unnecessary effort
<b>element</b>	a component or constituent part of a complex whole; a fundamental, essential or irreducible part of a composite entity
<b>elementary</b>	simple or uncompounded; relating to or dealing with elements, rudiments or first principles (of a subject); of the most basic kind; straightforward and uncomplicated
<b>erroneous</b>	based on or containing error; mistaken; incorrect
<b>essential</b>	absolutely necessary; indispensable; of critical importance for achieving something
<b>evaluate</b>	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria
<b>examination</b>	a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios and/or problems; candidate responses are completed individually, under supervised conditions, and in a set timeframe
<b>examine</b>	investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
<b>exchange</b>	to give and receive information, ideas, opinions and/or experiences
<b>experiment</b>	try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact
<b>explain</b>	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information
<b>explicit</b>	clearly and distinctly expressing all that is meant; unequivocal; clearly developed or formulated; leaving nothing merely implied or suggested
<b>explore</b>	look into both closely and broadly; scrutinise; inquire into or discuss something in detail

Term	Explanation
<b>express</b>	convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint); in words, art, music or movement, convey or suggest a representation of; depict
<b>extended response</b>	an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus; while candidates may undertake some research when writing of the extended response, it is not the focus of this technique; an extended response occurs over an extended and defined period of time
<b>Extension subject</b>	a two-unit subject (Units 3 and 4) for which a syllabus has been developed by QCAA, that is an extension of one or more General subject/s, studied concurrently with, Units 3 and 4 of that subject or after completion of, Units 3 and 4 of that subject
<b>extensive</b>	of great extent; wide; broad; far-reaching; comprehensive; lengthy; detailed; large in amount or scale
<b>external assessment</b>	summative assessment that occurs towards the end of a course of study and is common to all educational settings and candidates; developed and marked by the QCAA according to a commonly applied marking scheme
<b>external examination</b>	a supervised test, developed and marked by the QCAA, that assesses the application of a range of cognitions to multiple provided items such as questions, scenarios and/or problems; candidate responses are completed individually, under supervised conditions, and in a set timeframe
<b>extrapolate</b>	infer or estimate by extending or projecting known information; conjecture; infer from what is known; extend the application of something (e.g. a method or conclusion) to an unknown situation by assuming that existing trends will continue or similar methods will be applicable
<b>F</b>	
<b>factual</b>	relating to or based on facts; concerned with what is actually the case; actually occurring; having verified existence
<b>familiar</b>	well-acquainted; thoroughly conversant with; well known from long or close association; often encountered or experienced; common; (of materials, texts, skills or circumstances) having been the focus of learning experiences or previously encountered in prior learning activities
<b>feasible</b>	capable of being achieved, accomplished or put into effect; reasonable enough to be believed or accepted; probable; likely
<b>fluent</b>	spoken or written with ease; able to speak or write smoothly, easily or readily; articulate; eloquent; in artistic performance, characteristic of a highly developed and excellently controlled technique; flowing; polished; flowing smoothly, easily and effortlessly
<b>fluently</b>	in a graceful and seemingly effortless manner; in a way that progresses smoothly and readily



Term	Explanation
<b>formative assessment</b>	assessment whose major purpose is to improve teaching and candidate achievement
<b>fragmented</b>	disorganised; broken down; disjointed or isolated
<b>frequent</b>	happening or occurring often at short intervals; constant, habitual, or regular
<b>fundamental</b>	forming a necessary base or core; of central importance; affecting or relating to the essential nature of something; part of a foundation or basis
<b>G</b>	
<b>General subject</b>	a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from General syllabuses contribute to the QCE; General subjects have an external assessment component; results may contribute to ATAR calculations
<b>generate</b>	produce; create; bring into existence
<b>gist</b>	substance or essence of a matter or of a text
<b>H</b>	
<b>hypothesise</b>	formulate a supposition to account for known facts or observed occurrences; conjecture, theorise, speculate; especially on uncertain or tentative grounds
<b>I</b>	
<b>identify</b>	distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature
<b>illogical</b>	lacking sense or sound reasoning; contrary to or disregarding of the rules of logic; unreasonable
<b>implement</b>	put something into effect, e.g. a plan or proposal
<b>implicit</b>	implied, rather than expressly stated; not plainly expressed; capable of being inferred from something else
<b>improbable</b>	not probable; unlikely to be true or to happen; not easy to believe
<b>inaccurate</b>	not accurate
<b>inappropriate</b>	not suitable or proper in the circumstances
<b>inconsistent</b>	lacking agreement, as one thing with another, or two or more things in relation to each other; at variance; not consistent; not in keeping; not in accordance; incompatible, incongruous
<b>independent</b>	thinking or acting for oneself, not influenced by others
<b>in-depth</b>	comprehensive and with thorough coverage; extensive or profound; well-balanced or fully developed

Term	Explanation
<b>infer</b>	derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at
<b>informed</b>	knowledgeable; learned; having relevant knowledge; being conversant with the topic; based on an understanding of the facts of the situation (of a decision or judgment)
<b>innovative</b>	new and original; introducing new ideas; original and creative in thinking
<b>insightful</b>	showing understanding of a situation or process; understanding relationships in complex situations; informed by observation and deduction
<b>instrument-specific marking guide</b>	ISMG; a tool for marking that describes the characteristics evident in candidate responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
<b>integral</b>	<i>adjective</i> necessary for the completeness of the whole; essential or fundamental; <i>noun</i> in mathematics, the result of integration; an expression from which a given function, equation, or system of equations is derived by differentiation
<b>intended</b>	designed; meant; done on purpose; intentional
<b>intercultural understanding</b>	understanding that there are multiple ways to view the world; an awareness of diverse beliefs, values and customs
<b>interpret</b>	use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs
<b>investigate</b>	carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information
<b>investigation</b>	an assessment technique that requires candidates to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data; it uses research or investigative practices to assess a range of cognitions in a particular context; an investigation occurs over an extended and defined period of time
<b>irrelevant</b>	not relevant; not applicable or pertinent; not connected with or relevant to something

Term	Explanation
<b>ISMG</b>	instrument-specific marking guide; a tool for marking that describes the characteristics evident in candidate responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
<b>isolated</b>	detached, separate, or unconnected with other things; one-off; something set apart or characterised as different in some way
<b>J</b>	
<b>judge</b>	form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination
<b>justified</b>	sound reasons or evidence are provided to support an argument, statement or conclusion
<b>justify</b>	give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable
<b>L</b>	
<b>language elements</b>	parts of a language system that combine, e.g. phonemes (sounds), morphemes (words), language features, language functions, characters, punctuation, phrases, sentences and utterances (see also 'language features')
<b>language features</b>	linguistic elements that support meaning, e.g. sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, framing; <i>Hànyǔ pīnyīn</i> 汉语拼音 etc. choices in language features and text structures together define a type of text and shape its meaning; these choices vary according to the purpose of a text, its subject matter, audience, and mode or medium of production
<b>learning area</b>	a grouping of subjects, with related characteristics, within a broad field of learning, e.g. the Arts, sciences, languages
<b>linguistic</b>	relating to languages, use of language elements and language-learning skills
<b>linguistic and cultural knowledge</b>	combination of intercultural understanding and knowledge of language elements suited to the mode of communication
<b>logical</b>	rational and valid; internally consistent; reasonable; reasoning in accordance with the principles/rules of logic or formal argument; characterised by or capable of clear, sound reasoning; (of an action, decision, etc.) expected or sensible under the circumstances
<b>logically</b>	according to the rules of logic or formal argument; in a way that shows clear, sound reasoning; in a way that is expected or sensible
<b>M</b>	
<b>make decisions</b>	select from available options; weigh up positives and negatives of each option and consider all the alternatives to arrive at a position
<b>manipulate</b>	adapt or change to suit one's purpose

Term	Explanation
<b>mental procedures</b>	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; sometimes referred to as 'procedural knowledge'; there are three distinct phases to the acquisition of mental procedures — the cognitive stage, the associative stage, and the autonomous stage; the two categories of mental procedures are skills (single rules, algorithms and tactics) and processes (macroprocedures)
<b>methodical</b>	performed, disposed or acting in a systematic way; orderly; characterised by method or order; performed or carried out systematically
<b>minimal</b>	least possible; small, the least amount; negligible
<b>mode</b>	in languages, a method of communication for exchanging meaning, i.e. listening, reading, speaking, viewing and writing; in combination, these methods of communication form multimodal texts
<b>modify</b>	change the form or qualities of; make partial or minor changes to something
<b>multimodal</b>	uses a combination of at least two modes (e.g. spoken, written), delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose; the selected modes are integrated so that each mode contributes significantly to the response
<b>N</b>	
<b>narrow</b>	limited in range or scope; lacking breadth of view; limited in amount; barely sufficient or adequate; restricted
<b>nuanced</b>	showing a subtle difference or distinction in expression, meaning, response, etc.; finely differentiated; characterised by subtle shades of meaning or expression; a subtle distinction, variation or quality; sensibility to, awareness of, or ability to express delicate shadings, as of meaning, feeling, or value
<b>O</b>	
<b>objectives</b>	see 'syllabus objectives', 'unit objectives', 'assessment objectives'
<b>obvious</b>	clearly perceptible or evident; easily seen, recognised or understood
<b>optimal</b>	best, most favourable, under a particular set of circumstances
<b>organise</b>	arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action
<b>organised</b>	systematically ordered and arranged; having a formal organisational structure to arrange, coordinate and carry out activities
<b>outstanding</b>	exceptionally good; clearly noticeable; prominent; conspicuous; striking

Term	Explanation
<b>P</b>	
<b>partial</b>	not total or general; existing only in part; attempted, but incomplete
<b>particular</b>	distinguished or different from others or from the ordinary; noteworthy
<b>perceptive</b>	having or showing insight and the ability to perceive or understand; discerning (see also 'discriminating')
<b>performance</b>	an assessment technique that requires candidates to demonstrate a range of cognitive, technical, creative and/or expressive skills and to apply theoretical and conceptual understandings, through the psychomotor domain; it involves candidate application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent; a performance is developed over an extended and defined period of time
<b>personal response</b>	text created by an individual expressing their own ideas, opinions, experiences, values, attitudes and/or perspectives
<b>perspectives</b>	in languages, the ways in which writers/speakers deliberately or subconsciously construct their texts to embed their way of thinking in their texts and position readers/viewers, e.g. a conservative perspective; conversely, the way readers/viewers perceive or interpret a text
<b>persuasive</b>	capable of changing someone's ideas, opinions or beliefs; appearing worthy of approval or acceptance; (of an argument or statement) communicating reasonably or credibly (see also 'convincing')
<b>perusal time</b>	time allocated in an assessment to reading items and tasks and associated assessment materials; no writing is allowed; candidates may not make notes and may not commence responding to the assessment in the response space/book
<b>planning time</b>	time allocated in an assessment to planning how to respond to items and tasks and associated assessment materials; candidates may make notes but may not commence responding to the assessment in the response space/book; notes made during planning are not collected, nor are they graded or used as evidence of achievement
<b>polished</b>	flawless or excellent; performed with skilful ease
<b>precise</b>	definite or exact; definitely or strictly stated, defined or fixed; characterised by definite or exact expression or execution
<b>precision</b>	accuracy; exactness; exact observance of forms in conduct or actions
<b>predict</b>	give an expected result of an upcoming action or event; suggest what may happen based on available information
<b>product</b>	an assessment technique that focusses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings; a product is developed over an extended and defined period of time

Term	Explanation
<b>proficient</b>	well advanced or expert in any art, science or subject; competent, skilled or adept in doing or using something
<b>project</b>	an assessment technique that focusses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings; the response is a coherent work that documents the iterative process undertaken to develop a solution and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models; a project is developed over an extended and defined period of time
<b>propose</b>	put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
<b>prove</b>	use a sequence of steps to obtain the required result in a formal way
<b>psychomotor procedures</b>	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; these are physical procedures used to negotiate daily life and to engage in complex physical activities; the two categories of psychomotor procedures are skills (foundational procedures and simple combination procedures) and processes (complex combination procedures)
<b>purposeful</b>	having an intended or desired result; having a useful purpose; determined; resolute; full of meaning; significant; intentional
<b>Q</b>	
<b>QCE</b>	Queensland Certificate of Education
<b>R</b>	
<b>realise</b>	create or make (e.g. a musical, artistic or dramatic work); actualise; make real or concrete; give reality or substance to
<b>reasonable</b>	endowed with reason; having sound judgment; fair and sensible; based on good sense; average; appropriate, moderate
<b>reasoned</b>	logical and sound; based on logic or good sense; logically thought out and presented with justification; guided by reason; well-grounded; considered
<b>recall</b>	remember; present remembered ideas, facts or experiences; bring something back into thought, attention or into one's mind
<b>recognise</b>	identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge
<b>refined</b>	developed or improved so as to be precise, exact or subtle
<b>reflect on</b>	think about deeply and carefully
<b>rehearsed</b>	practised; previously experienced; practised extensively
<b>related</b>	associated with or linked to
<b>relevance</b>	being related to the matter at hand

Term	Explanation
<b>relevant</b>	bearing upon or connected with the matter in hand; to the purpose; applicable and pertinent; having a direct bearing on
<b>repetitive</b>	containing or characterised by repetition, especially when unnecessary or tiresome
<b>reporting</b>	providing information that succinctly describes candidate performance at different junctures throughout a course of study
<b>resolve</b>	in the Arts, consolidate and communicate intent through a synthesis of ideas and application of media to express meaning
<b>routine</b>	often encountered, previously experienced; commonplace; customary and regular; well-practised; performed as part of a regular procedure, rather than for a special reason
<b>rudimentary</b>	relating to rudiments or first principles; elementary; undeveloped; involving or limited to basic principles; relating to an immature, undeveloped or basic form
<b>S</b>	
<b>safe</b>	secure; not risky
<b>secure</b>	sure; certain; able to be counted on; self-confident; poised; dependable; confident; assured; not liable to fail
<b>select</b>	choose in preference to another or others; pick out
<b>sensitive</b>	capable of perceiving with a sense or senses; aware of the attitudes, feelings or circumstances of others; having acute mental or emotional sensibility; relating to or connected with the senses or sensation
<b>sequence</b>	place in a continuous or connected series; arrange in a particular order
<b>show</b>	provide the relevant reasoning to support a response
<b>significant</b>	important; of consequence; expressing a meaning; indicative; includes all that is important; sufficiently great or important to be worthy of attention; noteworthy; having a particular meaning; indicative of something
<b>simple</b>	easy to understand, deal with and use; not complex or complicated; plain; not elaborate or artificial; may concern a single or basic aspect; involving few elements, components or steps
<b>simplistic</b>	characterised by extreme simplification, especially if misleading; oversimplified
<b>sketch</b>	execute a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy; in mathematics, represent by means of a diagram or graph; the sketch should give a general idea of the required shape or relationship and should include features

Term	Explanation
<b>skilful</b>	having technical facility or practical ability; possessing, showing, involving or requiring skill; expert, dexterous; demonstrating the knowledge, ability or training to perform a certain activity or task well; trained, practised or experienced
<b>skilled</b>	having or showing the knowledge, ability or training to perform a certain activity or task well; having skill; trained or experienced; showing, involving or requiring skill
<b>solve</b>	find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods
<b>sophisticated</b>	of intellectual complexity; reflecting a high degree of skill, intelligence, etc.; employing advanced or refined methods or concepts; highly developed or complicated
<b>specific</b>	clearly defined or identified; precise and clear in making statements or issuing instructions; having a special application or reference; explicit, or definite; peculiar or proper to something, as qualities, characteristics, effects, etc.
<b>spontaneous</b>	unprepared; responding to an unseen stimulus and/or new situation, e.g. a prepared speech may be followed by a spontaneous discussion with the audience
<b>sporadic</b>	happening now and again or at intervals; irregular or occasional; appearing in scattered or isolated instances
<b>straightforward</b>	without difficulty; uncomplicated; direct; easy to do or understand
<b>strategies to maintain communication</b>	ways candidates synthesise and manipulate language to express meaning, including skills used to maintain conversation, e.g. asking for clarification or meaning, circumlocution, initiating and sustaining an exchange, using pause fillers (e.g. er, um and sympathetic noises such as ooh, aah), and nonverbal language, e.g. facial expressions, eye contact, gestures, touch, tone of voice, dress, posture and spatial distance
<b>structure</b>	<i>verb</i> give a pattern, organisation or arrangement to; construct or arrange according to a plan; <i>noun</i> in languages, arrangement of words into larger units, e.g. phrases, clauses, sentences, paragraphs and whole texts, in line with cultural, intercultural and textual conventions
<b>structured</b>	organised or arranged so as to produce a desired result
<b>subject</b>	a branch or area of knowledge or learning defined by a syllabus; subjects are usually based in a discipline or field of study (see also 'course')
<b>subject matter</b>	the subject-specific body of information, mental procedures and psychomotor procedures that are necessary for candidates' learning and engagement within that subject



Term	Explanation
<b>substantial</b>	of ample or considerable amount, quantity, size, etc.; of real worth or value; firmly or solidly established; of real significance; reliable; important, worthwhile
<b>substantiated</b>	established by proof or competent evidence
<b>subtle</b>	fine or delicate in meaning or intent; making use of indirect methods; not straightforward or obvious
<b>successful</b>	achieving or having achieved success; accomplishing a desired aim or result
<b>succinct</b>	expressed in few words; concise; terse; characterised by conciseness or brevity; brief and clear
<b>sufficient</b>	enough or adequate for the purpose
<b>suitable</b>	appropriate; fitting; conforming or agreeing in nature, condition, or action
<b>summarise</b>	give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence
<b>summative assessment</b>	assessment whose major purpose is to indicate candidate achievement; summative assessments contribute towards a candidate's subject result
<b>superficial</b>	concerned with or comprehending only what is on the surface or obvious; shallow; not profound, thorough, deep or complete; existing or occurring at or on the surface; cursory; lacking depth of character or understanding; apparent and sometimes trivial
<b>supported</b>	corroborated; given greater credibility by providing evidence
<b>sustained</b>	carried on continuously, without interruption, or without any diminishing of intensity or extent
<b>syllabus</b>	a document that prescribes the curriculum for a course of study
<b>syllabus objectives</b>	outline what is required to teach and what candidates have the opportunity to learn; described in terms of actions that operate on the subject matter; the overarching objectives for a course of study (see also 'unit objectives', 'assessment objectives')
<b>symbolise</b>	represent or identify by a symbol or symbols
<b>synthesise</b>	combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding
<b>systematic</b>	done or acting according to a fixed plan or system; methodical; organised and logical; having, showing, or involving a system, method, or plan; characterised by system or method; methodical; arranged in, or comprising an ordered system
<b>T</b>	
<b>test</b>	take measures to check the quality, performance or reliability of something

Term	Explanation
<b>text</b>	a communication of meaning produced in any medium that incorporates language, including sound, print, film, digital and multimedia representations; texts include written, spoken/signed, nonverbal or visual communication of meaning; they may be extended unified works or series of related pieces
<b>text types</b>	texts classified by the purpose/s they are designed to achieve, which influence the characteristic features the texts employ, such as language, structure and mode of communication; classifications are sometimes ambiguous or overlapping; may include: analytical, comedic, descriptive, informative, narrative, persuasive, procedural, satirical, transactional
<b>textual conventions</b>	surface features of language composition, e.g. usage, sentence formation, paragraphing, observation of text type in language production
<b>thorough</b>	carried out through, or applied to the whole of something; carried out completely and carefully; including all that is required; complete with attention to every detail; not superficial or partial; performed or written with care and completeness; taking pains to do something carefully and completely
<b>thoughtful</b>	occupied with, or given to thought; contemplative; meditative; reflective; characterised by or manifesting thought
<b>tone</b>	in languages, the language chosen by a speaker or writer to indicate or convey emotion, feeling or attitude to subject matter and/or audience, e.g. informal tone in a letter to a friend. in tonal languages, the distinctive contour or register of words, which is essential to distinguish lexical or grammatical meaning, e.g. in Chinese, a single-syllable word has different meanings depending on its tone
<b>topic</b>	a division of, or sub-section within a unit; all topics/sub-topics within a unit are interrelated
<b>U</b>	
<b>unclear</b>	not clear or distinct; not easy to understand; obscure
<b>understand</b>	perceive what is meant by something; grasp; be familiar with (e.g. an idea); construct meaning from messages, including oral, written and graphic communication
<b>uneven</b>	unequal; not properly corresponding or agreeing; irregular; varying; not uniform; not equally balanced
<b>unfamiliar</b>	not previously encountered; situations or materials that have not been the focus of prior learning experiences or activities
<b>unit</b>	a defined amount of subject matter delivered in a specific context or with a particular focus; it includes unit objectives particular to the unit, subject matter and assessment direction
<b>unit objectives</b>	drawn from the syllabus objectives and contextualised for the subject matter and requirements of a particular unit; they are assessed at least once in the unit (see also 'syllabus objectives', 'assessment objectives')
<b>unrelated</b>	having no relationship; unconnected

Term	Explanation
<b>unseen</b>	in assessment, materials that candidates have not previously been exposed to directly in class
<b>use</b>	operate or put into effect; apply knowledge or rules to put theory into practice
<b>V</b>	
<b>vague</b>	not definite in statement or meaning; not explicit or precise; not definitely fixed, determined or known; of uncertain, indefinite or unclear character or meaning; not clear in thought or understanding; couched in general or indefinite terms; not definitely or precisely expressed; deficient in details or particulars; thinking or communicating in an unfocused or imprecise way
<b>valid</b>	sound, just or well-founded; authoritative; having a sound basis in logic or fact (of an argument or point); reasonable or cogent; able to be supported; legitimate and defensible; applicable
<b>values</b>	characteristics, qualities, philosophical and emotional stances; e.g. moral principles or standards, often shared with others in a cultural group
<b>variable</b>	<i>adjective</i> apt or liable to vary or change; changeable; inconsistent; (readily) susceptible or capable of variation; fluctuating, uncertain; <i>noun</i> in mathematics, a symbol, or the quantity it signifies, that may represent any one of a given set of number and other objects
<b>variety</b>	a number or range of things of different kinds, or the same general class, that are distinct in character or quality; (of sources) a number of different modes or references
<b>visual</b>	in languages, text/s that are viewed and read, predominantly containing images or graphics that are supported by a small amount of written text (up to 60 words).
<b>W</b>	
<b>wide</b>	of great range or scope; embracing a great number or variety of subjects, cases, etc.; of full extent
<b>with expression</b>	in words, art, music or movement, conveying or indicating feeling, spirit, character, etc.; a way of expressing or representing something; vivid, effective or persuasive communication

## 7 References

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Queensland Curriculum & Assessment Authority  
PO Box 307 Spring Hill QLD 4004 Australia  
154 Melbourne Street, South Brisbane

Phone: (07) 3864 0299

Email: [office@qcaa.qld.edu.au](mailto:office@qcaa.qld.edu.au)

Website: [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)