

# Chinese 2025 v1.1

General (Senior External Examination) senior syllabus

October 2024



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# Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at [www.qcaa.qld.edu.au/senior/senior-subjects](http://www.qcaa.qld.edu.au/senior/senior-subjects) and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

# Course overview

## 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. Students 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 students 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 students 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 students 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 students 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 students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

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

# Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

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

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

**2. Identify tone, purpose, context and audience to infer meaning.**

When students identify tone, purpose, context and audience, they demonstrate understanding of language and meaning within texts.

**3. Analyse and evaluate information and ideas to draw conclusions.**

When students interpret and make judgments about information and ideas, they draw conclusions to make meaning and/or develop points of view.

**4. Apply knowledge of language elements of Chinese to construct meaning.**

When students apply knowledge of a wide range of grammatical structures and a wide variety of vocabulary to create texts, they use their knowledge of Chinese to construct points of view and communicate with accuracy.

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

When students structure, sequence and synthesise information in a range of contexts and for a range of purposes, they exchange and justify opinions, ideas and perspectives in Chinese.

**6. Communicate using contextually appropriate Chinese.**

When students use strategies to communicate in Chinese in a range of modes, they use knowledge of language to establish meaning and awareness of sociolinguistic conventions to exchange ideas. They display coherence and show understanding of language and culture.

# Designing a course of study in Chinese

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

## Course structure

Chinese is a General (Senior External Examination) senior syllabus. It contains four QCAA-developed units from which schools develop their course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment. Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

More information about the requirements for administering senior syllabuses is available in the 'Queensland curriculum' section of the [QCE and QCIA policy and procedures handbook](#).

## Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- how and when subject matter is delivered
- how, when and why learning experiences are developed, and the context in which learning occurs
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

## Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

General (Senior External Examination) senior syllabuses contain assessment specifications and conditions for the external assessment instrument that must be implemented. These specifications and conditions ensure comparability, equity and validity in assessment.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the *QCE and QCIA policy and procedures handbook*.

## Subject matter

Each unit contains a unit description, unit objectives and subject matter. Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with the subject. Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

Subject matter has a direct relationship with the unit objectives and provides statements of learning that have been constructed in a similar way to objectives.



## Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. 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 schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student 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.

## Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills, which overlap and interact with syllabus subject matter, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language content
- numeracy — the knowledge, skills, behaviours and dispositions that students 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 students need to prepare them for higher education, work, and engagement in a complex and rapidly changing world. These skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at [www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills](http://www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills).

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

## Additional subject-specific information

Additional subject-specific information has been included to support and inform the development of a course of study.

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

This syllabus cannot be studied in conjunction with the *Chinese General senior syllabus 2025* or the *Chinese Extension General (Extension) senior syllabus 2025*. Stimulus texts for assessment will use the simplified Chinese characters pertinent to the syllabus subject matter. Students may respond in traditional characters.

## 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 student 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.

Students need to learn and use the knowledge and skills of reading, viewing and listening to understand and acquire the Chinese language. Students 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 the classroom, 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.

Students will need an understanding of the language elements and text types for this syllabus.

# Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the [QCE and QCIA policy and procedures handbook](#).

## Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

|   |
|---|
| <b>A</b>  |
| <p>The student, in responding to texts in a range of contexts, demonstrates thorough comprehension of information, ideas, opinions and experiences in Chinese. Tone, purpose, context and audience are identified to infer valid and justifiable meaning. Discerning analysis and evaluation of information and ideas are developed to draw valid conclusions with well-substantiated justification of opinions, ideas and perspectives.</p> <p>The student, in creating texts in a range of contexts, demonstrates a comprehensive and discerning application of knowledge of language elements to create texts that construct appropriate meaning. Information and language elements are structured, sequenced and synthesised to convey well-justified opinions, perspectives and ideas in Chinese.</p> <p>The student, in exchanging meaning, demonstrates the use of comprehensive and discerning communication skills through the use of contextually appropriate Chinese language.</p> |
| <b>B</b>  |
| <p>The student, in responding to texts in a range of contexts, demonstrates accurate comprehension of information, ideas, opinions and experiences in Chinese. Tone, purpose, context and audience are identified to infer meaning. Effective analysis and evaluation of information and ideas are developed to draw conclusions with justification of opinions, ideas and perspectives.</p> <p>The student, in creating texts in a range of contexts, demonstrates an effective application of knowledge of language elements to create texts that construct appropriate meaning. Information and language elements are structured, sequenced and synthesised to convey opinions, perspectives and ideas in Chinese.</p> <p>The student, in exchanging meaning, demonstrates the use of effective and accurate communication skills through the use of contextually appropriate Chinese language.</p>  |
| <b>C</b>  |
| <p>The student, in responding to texts in a range of contexts, demonstrates comprehension of information, ideas, opinions and experiences in Chinese. Tone, purpose, context and audience are identified to infer some meaning. Analysis and evaluation of relevant information and ideas are developed to draw conclusions with some justification of opinions, ideas and perspectives.</p> <p>The student, in creating texts in a range of contexts, demonstrates application of knowledge of language elements to create texts that construct some meaning. Information and language elements are structured, sequenced and synthesised to convey opinions, perspectives and ideas in Chinese.</p> <p>The student, in exchanging meaning, demonstrates the use of some communication skills through the use of contextually appropriate Chinese language.</p>  |

**D**

The student, in responding to and creating texts in a range of contexts, demonstrates partial comprehension of Chinese to understand obvious information and ideas. Some conclusions are drawn. Knowledge of Chinese language elements is applied to create texts that construct fragmented meaning.

**E**

The student, 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.

## Determining and reporting results

### Unit 1 and Unit 2

The sequencing, scope and scale of assessments for Unit 1 and Unit 2 are matters for each educational provider or individual student 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 students and to report on progress.

Examiners are encouraged to use the A–E descriptors in the reporting standards to provide formative feedback to students and to report on progress.

### Units 3 and 4

Students will complete a total of two senior external examinations, both of which will count towards their subject result.

The QCAA uses these results to determine each student's subject result as a mark out of 100 and as an A–E.

# Units

## Unit 1: My world

In Unit 1, students compare and contrast lifestyles and education in Australian and Chinese-speaking communities, schools, homes and peer-group contexts. They communicate their understanding and experiences of relationships through the use of information and ideas in texts and language. Students discuss their world and the cultural values related to community, lifestyles, family, peers and education.

### Unit objectives

1. Comprehend Chinese to understand information, ideas, opinions and experiences related to family/carers, peers and education.
2. Identify tone, purpose, context and audience to infer meaning related to family/carers, peers and education.
3. Analyse and evaluate information and ideas to draw conclusions related to family/carers, peers and education.
4. Apply knowledge of language elements of Chinese to construct meaning related to family/carers, peers and education.
5. Structure, sequence and synthesise information to justify opinions and perspectives related to family/carers, peers and education.
6. Communicate using contextually appropriate Chinese related to family/carers, peers and education.

## Subject matter

### Topic 1: Family/carers

- Discuss the similarities and differences in family/carers' daily life in students' own and Chinese-speaking communities.
- Examine the structure of the family/carer unit and stereotypical roles in society in students' own and Chinese-speaking communities in the 21st century.
- Comment on how young people engage with their extended families.

### Topic 2: Peers

- Describe how students and their Chinese-speaking peers socialise and connect with each other.
- Compare the opportunities and challenges for young people in making and maintaining friendships.
- Discuss relationships in a range of texts and explore personal opinions about the ideas and experiences within the texts.

### Topic 3: Education

- Compare school lives in Chinese-speaking communities and Australia.
- Evaluate the benefits and challenges of school life and study.

## Unit 2: Exploring our world

In Unit 2, students move beyond their personal world to how they engage with the wider world. They do this by exploring options for personal travel and exploration in Chinese-speaking communities and Australia, and by considering the associated cultural conventions. Students 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.

### Unit objectives

1. Comprehend Chinese to understand information, ideas, opinions and experiences related to travel and exploration, social customs, and Chinese influences around the world.
2. Identify tone, purpose, context and audience to infer meaning related to travel and exploration, social customs, and Chinese influences around the world.
3. Analyse and evaluate information and ideas to draw conclusions related to travel and exploration, social customs and Chinese influences around the world.
4. Apply knowledge of language elements of Chinese to construct meaning related to travel and exploration, social customs and Chinese influences around the world.
5. Structure, sequence and synthesise information to justify opinions and perspectives related to travel and exploration, social customs and Chinese influences around the world.
6. Communicate using contextually appropriate Chinese related to travel and exploration, social customs and Chinese influences around the world.

## Subject matter

### Topic 1: Travel and exploration

- Discuss ideas and information related to travel options and experiences in Chinese-speaking communities, e.g. booking accommodation, seeking advice about tourist activities.
- Evaluate tourist destinations by reflecting on travel experiences and the benefits of travel.
- Investigate the significant features of a famous destination in a Chinese-speaking community.

### Topic 2: Social customs

- Examine social customs and cultural conventions in Chinese-speaking communities and/or in Chinese texts about travel.
- Consider food and festivals and how they develop a sense of belonging.
- Analyse and discuss rites of passage in a variety of Chinese-speaking communities around the world and how they reveal cultural values.

### Topic 3: Chinese influences around the world

- Identify how Chinese culture is maintained in the modern world.
- Analyse how aspects of Chinese culture have influenced the world.



## Unit 3: Our society; culture and identity

In Unit 3, students investigate their place in society. They consider groups in the community and how identity is linked or challenged by membership of these groups. Students also explore the role of the arts as a contributor to the formation of culture and identity, and how sporting and leisure activities both reflect and shape our lifestyle.

### Unit objectives

1. Comprehend Chinese to understand information, ideas, opinions and experiences related to lifestyles and leisure, the arts, entertainment and sports, and groups in society.
2. Identify tone, purpose, context and audience to infer meaning related to lifestyles and leisure, the arts, entertainment and sports, and groups in society.
3. Analyse and evaluate information and ideas to draw conclusions related to lifestyles and leisure, the arts, entertainment and sports, and groups in society.
4. Apply knowledge of language elements of Chinese to construct meaning related to lifestyles and leisure, the arts, entertainment and sports, and groups in society.
5. Structure, sequence and synthesise information to justify opinions and perspectives related to lifestyles and leisure, the arts, entertainment and sports, and groups in society.
6. Communicate using contextually appropriate Chinese related to lifestyles and leisure, the arts, entertainment and sports, and groups in society.

## Subject matter

### Topic 1: Lifestyles and leisure

- Discuss ways language and culture shape lifestyles and leisure in Chinese-speaking communities.
- Explore how science and technology affect lifestyles and leisure, in Australian and Chinese-speaking communities.

### Topic 2: The arts, entertainment and sports

- Investigate a significant/prominent Chinese speaker and their contribution to the arts and/or entertainment or to sports.
- Discuss youth culture (e.g. comedies, TV series, music in Chinese-speaking communities) and how it entertains and influences people, and what this reveals about culture.

### Topic 3: Groups in society

- Evaluate how young people establish their group identity through socialising and connecting with their peers.
- Identify how young people in their own and Chinese-speaking communities relate to, and express opinions about, other groups.
- Explore Chinese culture/society/places and their/its influence on groups.

## Unit 4: My present; my future

In Unit 4, students focus on what it means to be a citizen of a community, and how that is shaped by the experiences of the present. This includes an exploration of contemporary influences, and how these may affect students in their post-school futures. Students consider possible plans for their futures and how their plans and aspirations compare with those of young Chinese speakers. Students are offered opportunities to use complex Chinese and to explore their perspectives on issues relevant to their futures and to the futures of their peers, and to consider the role of Chinese in their future lives.

### Unit objectives

1. Comprehend Chinese to understand information, ideas, opinions and experiences related to the present and future choices.
2. Identify tone, purpose, context and audience to infer meaning related to the present and future choices.
3. Analyse and evaluate information and ideas to draw conclusions related to the present and future choices.
4. Apply knowledge of language elements of Chinese to construct meaning related to the present and future choices.
5. Structure, sequence and synthesise information to justify opinions and perspectives related to the present and future choices.
6. Communicate using contextually appropriate Chinese related to the present and future choices.

## Subject matter

### Topic 1: The present

- Explore and reflect on the end of school lives, including the significance of graduation ceremonies and end-of-school celebrations in Australian and Chinese-speaking communities.
- Analyse and evaluate the role of young people in shaping the future, e.g. through technology, sustainability and/or innovation.
- Research and discuss social and global events that interest young people.
- Discuss the challenges and benefits of volunteering for young adults and communities.

### Topic 2: Future choices

- Compare and contrast employment prospects and the benefits and opportunities of speaking a second language.
- Investigate post-school options in students' own and Chinese-speaking communities, and discuss their personal considerations of independence.
- Consider the role of Chinese in students' futures, including the opportunity for future study, travel and careers.
- Explore what it means to be a global citizen in a changing world, including students discussing the kind of person they aspire to be, and how they will stay connected to their friends.

# Assessment

## External assessment 1: Examination — extended response (25%)

External assessment is developed and marked by the QCAA. The external assessment in Chinese is common to all schools and administered under the same conditions, at the same time, on the same day.

### Assessment objectives

1. Comprehend Chinese to understand information, ideas, opinions and experiences related to our society, culture and identity, the present and future choices.
2. Identify tone, purpose, context and audience to infer meaning related to our society, culture and identity, the present and future choices.
3. Analyse and evaluate information and ideas to draw conclusions related to our society, culture and identity, the present and future choices.
4. Apply knowledge of language elements of Chinese to construct appropriate meaning related to our society, culture and identity, the present and future choices.
5. Structure, sequence and synthesise information to justify opinions and perspectives related to our society, culture and identity, the present and future choices.
6. Communicate using contextually appropriate Chinese in extended responses related to our society, culture and identity, the present and future choices.

### Section 1: Extended response — multimodal presentation

#### Specifications

This section requires students to:

- provide a personal response to three to six 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 six weeks
- present live on the day of the examination.

#### Stimulus specifications

The QCAA provides three to six Chinese stimulus texts that:

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

## Conditions

- Mode: multimodal (at least two modes, one spoken, one written, delivered at the same time)
- Time allowed
  - Working time: up to 10 minutes
- Students receive 6 weeks notification of task, including distribution of the QCAA-provided stimulus.
- Students may use notes to support their presentation.
- All written text must be in Chinese.

## Section 2: Extended response — conversation

### Specifications

This section requires students to:

- participate in a spontaneous one-on-one conversation in Chinese
- respond to unseen open-ended questions related to their response to QCAA-provided unseen stimulus texts in Chinese.

### Conditions

- Mode: spoken
- Time allowed
  - Working time: up to 7 minutes

## External assessment 2: Examination — extended response (75%)

External assessment is developed and marked by the QCAA. The external assessment in Chinese is common to all schools and administered under the same conditions, at the same time, on the same day.

### Assessment objectives

1. Comprehend Chinese to understand information, ideas, opinions and experiences related to our society, culture and identity, the present and future choices.
2. Identify tone, purpose, context and audience to infer meaning related to our society, culture and identity, the present and future choices.
3. Analyse and evaluate information and ideas to draw conclusions related to our society, culture and identity, the present and future choices.
4. Apply knowledge of language elements of Chinese to construct appropriate meaning related to our society, culture and identity, the present and future choices.
5. Structure, sequence and synthesise information to justify opinions and perspectives related to our society, culture and identity, the present and future choices.
6. Communicate using contextually appropriate Chinese in both short and extended responses related to our society, culture and identity, the present and future choices.

### Specifications

This examination:

- consists of a number of different types of questions relating to Unit 3 and Unit 4
- may ask students to respond using
  - sentences or paragraphs in English (up to 100 words per questions)
  - sentences or paragraphs in Chinese (up to 200 characters per question)
  - extended response in Chinese (up to 400 characters per question)
- may ask students to
  - interpret graphs, tables or diagrams
  - respond to unseen stimulus materials
  - interpret ideas and information in Chinese texts
  - analyse, synthesise and evaluate questions, scenarios and/or problems in response to Chinese text/s.

### Stimulus specifications

The QCAA provides three to six Chinese stimulus texts that:

- are authentic and related to Unit 3 and Unit 4 subject matter
- have a combined length of up to 1800 characters in Chinese
- include at least one written text and one audio or audiovisual text.

## Conditions

- Time allowed
  - Perusal time: 5 minutes
  - Working time: 120 minutes
- Students must not bring notes, dictionaries or reference materials into this examination.



# Glossary

The syllabus glossary is available at [www.qcaa.qld.edu.au/downloads/senior-qce/common/snr\\_glossary\\_cognitive\\_verbs.pdf](http://www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf).

# References

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# Version history

| Version | Date of change | Information  |
|---------|----------------|--|
| 1.0     | July 2024      | Released for familiarisation and planning (with implementation starting in 2025) |
| 1.1     | October 2024   | ISBN removed   |

