Chinese

Syllabus for the Senior External Examination

2007 (amended 2012)
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Appendix: Chinese punctuation

Rules and conventions of writing
1. Rationale

The senior external syllabus in Chinese is written for second language learners of Modern Standard Chinese.

Learning a language other than English involves communication appropriate to the sociocultural context in which the language is used. The form of this communication includes productive language use and the processing of information. Communicating ideas, information and feelings incorporates both linguistic and nonlinguistic aspects in a dynamic way. Learning another language extends, diversifies and enriches the language candidate’s way of thinking.

Language learning requires intellectual discipline and systematic study habits. These habits are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring. Because the candidates need to reorganise their thinking to accommodate the structure of the other language, they develop cognitive flexibility and problem-solving ability which can be applied not only when problems and solutions are clearly evident, but also when critical thinking and creative approaches are required. Because of candidates’ increased awareness of the ways in which relationships are expressed in language, language study contributes significantly to clear thinking and clarity of expression. It gives insights into the nature, purposes and styles of language and promotes a greater sensitivity to and understanding of languages in general, including English.

In addition, learning a second language widens horizons and leads ultimately to the capacity to look out from the new language and culture and, in effect, to develop a soundly based worldview. This, in turn, fosters cross-cultural understanding and empathy with people of other languages and cultures, whether they are members of the multicultural Australian society or from other countries. For candidates from a non-English-speaking background, self-esteem is enhanced when all people recognise the value of speaking a language other than English.

Effective interaction underpins the central purpose of language learning. Language intrinsically involves working with others and in groups to achieve common goals and develop a better understanding of other people, situations and problems.

The global expansion of travel, communication and commerce has brought Australians into closer relationships and more frequent interactions with people of other cultures, countries and communities. In such an environment, learning another language takes on a sense of necessity and urgency. No longer are countries and cultures far away; no longer is language just a tool for the traveller, the exchange student, or the international business executive. Language can be practised and used effectively and regularly in a domestic context. Cultural diversity within the borders of countries is a common scenario in the modern world, and Australia, as one of the world’s foremost multicultural societies, needs to continue its commitment to maintaining a pluralistic society where languages are valued.

Learning a language other than English contributes to and enriches the educational, intellectual, personal, social and cultural development of candidates, and has the potential to improve the quality of their participation in a rapidly changing world.
Some facts about Modern Standard Chinese

- Modern Standard Chinese is the official language of the People’s Republic of China. It is also referred to as 汉语.
- It is based on the speech of the natives of the Beijing district, without certain distinguishing marks of the Beijing district.
- For the purpose of this syllabus, Modern Standard Chinese is taken to be 普通话 in the spoken form and simplified character text in the written form. 汉语拼音 is the standard phonetic transcription.
- Modern Standard Chinese is called 国语 in Taipei, and 华语 in Malaysia and Singapore. Candidates should be aware that there are some differences in Modern Standard Chinese as it is spoken in mainland China, Taipei, Malaysia, and Singapore, but essentially, it is the same language.
- Modern Standard Chinese is generally referred to as Mandarin in the Western world.

Why study Senior Chinese?

Chinese is a valuable language for Australians to learn. Some reasons for studying the language are:

- Modern Standard Chinese is the most widely spoken language in the world, with more than 1.3 billion people speaking it as their first language. In addition, over 230 million people speak Chinese as a second or third language.
- Modern Standard Chinese is one of the five official languages of the United Nations.
- China has a long and rich history encompassing many aspects of literature, art, architecture, music and philosophy. Its influence has gone beyond China to other parts of the world. In particular, China has made a significant contribution to the development of the cultures of other Asian societies, such as Japan, Korea and Vietnam.
- Since the 1840s, Australian society has been enriched and enlivened by the contribution of Chinese communities.
- There are many opportunities for candidates to interact with and experience Chinese language and culture in Australia.
- China, along with other Chinese-speaking countries and regions, such as Taipei, Singapore and Hong Kong, is among the largest, most dynamic and fastest-growing economies in the world. Modern Standard Chinese is a language of trade and commerce in these countries.
- Knowledge of Modern Standard Chinese will facilitate entry into the Asia-Pacific region in areas such as business, trade, tourism and education and, when combined with other skills, will increase employment opportunities. It will be useful when travelling to Chinese-speaking countries and areas.
- Knowledge of Modern Standard Chinese has benefits in the travel and tourism industries. Australia is one of the most favoured tourist destinations for Chinese-speaking peoples. It will be useful when travelling to Chinese-speaking countries and areas.
- Governments at the national, state and local levels are strengthening their ties with China and other Chinese-speaking countries and areas through trade, education and cultural exchanges.
- Modern Standard Chinese will provide candidates with unique opportunities to study a character-based language, which is quite different from their own. It offers them a different dimension in thinking about and understanding other cultures.
- China is a major trading partner with Australia.
2. Global aims

Through the development of practical skills in Chinese, candidates should:

- enhance their capacity to communicate effectively with others, using a range of spoken, written, graphic and other nonverbal means of expression
- increase their self-esteem through the acquisition of new and different communication skills and through learning to interact with people of other cultures
- develop positive attitudes to the study of languages and to bilingualism or multilingualism
- broaden their world view
- develop positive attitudes to people of other languages, cultures and races and foster the notion of a multi-ethnic, multilingual and multiracial society and world
- gain enrichment through an appreciation and understanding of cultural, linguistic and racial diversity both within Australia and globally
- increase their awareness of aspects of their own culture as a result of learning about another culture
- increase their understanding of cultural references in literature, film and song
- extend their awareness and understanding of the nature of language through analysing the linguistic systems of Chinese
- acquire language-learning strategies that can be applied in further formal and informal studies
- develop the capacity to work with others from different cultural backgrounds
- enhance employment options and meet the growing needs of industry for language skills and cultural understanding.
3. General objectives

The primary objective of the subject is that candidates should be able to communicate in Chinese. Communication is receptive, involving listening and reading, as well as productive, involving speaking and writing.

Many candidates undertaking this subject will be building on their learning of, and learning in, the language. While language is experienced and developed through the macroskills — listening, speaking, reading, and writing — which often occur concurrently, proficiency in the macroskills does not necessarily evolve at exactly the same rate. Thus, the general objectives are stated in terms of the macroskills, and each will be assessed separately. The four macroskills should be developed interdependently, integrating the themes and topics, functions, grammar and cultural understandings in the syllabus.

Candidates should be able to communicate and understand ideas and information in standard Chinese in accordance with the standards for macroskills in the assessment section of this syllabus.

3.1 Macroskills

Listening
Candidates should be able to comprehend a wide range of spoken language, such as conversations, narrations, descriptions, reports, announcements, selected radio, TV and internet broadcasts. In all situations, candidate awareness of the intonation and rhythm patterns of the language is basic to following and comprehending.

In listening to authentic audiovisual material, candidates should be able to follow and comprehend familiar language, and use a range of strategies to cope with unfamiliar language. In one-to-one situations and in groups, candidates should be able to follow and respond appropriately in effective interaction with a sympathetic background speaker or speakers.

Candidates should also be able to determine essential information, evaluate that information, and clearly demonstrate their understanding of it. Information should be communicated in a useful and effective way.

Speaking
Candidates should be able to communicate effectively with others using a range of spoken and nonverbal means of expression, and to convey purposeful meaning in a wide range of authentic situations relevant to their communication needs. They should be able to narrate and describe events, deliver reports and multimedia presentations, and participate in situations such as spontaneous conversations with background speakers on familiar topics. Candidates should be able to interact effectively with others individually and in groups, working towards the shared goal of communication by developing understanding and demonstrating the ability to respond and communicate. The candidate should be developing characteristic Chinese rhythm, stress and intonation patterns, and the use of appropriate linking devices to maintain cohesion.
Reading
Candidates should be able to comprehend and evaluate a wide variety of authentic Chinese texts on familiar topics. The texts could include letters, items from newspapers and magazines, short stories, poems and plays, emails and information from the internet, appropriate to their level of development. Candidates should have developed a range of strategies for coping with unfamiliar language in the text and for reading for different purposes, and be able to apply strategies to solve problems, both in simple contexts and in ones where critical thinking and creative approaches are required.

Candidates should be able to analyse and organise information in order to make decisions and re-present and reorganise that information in other forms.

Writing
Candidates should be able to write characters spontaneously and with sufficient fluency, idiom and accuracy in unrehearsed situations to satisfy their communication needs. Suitable genres include personal letters, notes, postcards, diary entries and imaginative writing. Candidates should also be able to write connected prose of a more formal nature.
4. Perspectives on language learning

The basic principle underlying the study of Chinese at the senior secondary level is learning in communicative contexts. Communication encompasses the exchange and negotiation of meaning between individuals through the use of verbal and nonverbal symbols in aural, oral, visual and written modes. It involves both productive (composing) and receptive (comprehending) processes through the application of language learning to new situations.

Language develops progressively as candidates endeavour to communicate with increasing precision and detail of meaning. Their language becomes more complex in form and more varied in vocabulary.

To communicate effectively, therefore, candidates should:
- be aware of the sociocultural context in which they are operating
- have an understanding of the linguistic features of the language being used
- become familiar with strategies to understand and use language.

**Sociocultural context**

Candidates should be involved in using language for real purposes in realistic contexts. This demands authentic situations and the use of authentic materials. The sociocultural context is important to ensure effective communication. Through exposure to authentic materials and realistic situations and, ideally, through personal contact with Chinese-speaking people, candidates will start to gain an appreciation of how Chinese people view life and the world around them, and how they behave in various contexts.

Exposure to a variety of sociocultural contexts will ensure that candidates develop concepts of the appropriateness of language and behaviour to a particular context, cross-cultural communication skills and an awareness of suitable language use and behaviour in their own culture.

The cultural aspects of learning should encompass the variety of people and lifestyles within a culture. Candidates should be aware of the difference that exists within cultures as well as the common features that permeate them. It is important for candidates to understand that stereotypes may not reflect reality.

Candidates should develop the capacity to interact effectively with other people, both individually and in groups, and must be involved in using language in contexts that are relevant to their needs and interests.

**Linguistic features**

To communicate effectively, candidates need knowledge and understanding of the linguistic features of a language and the role and nature of language. Candidates are introduced to grammatical structures through the study of various functions in a variety of settings. They will internalise linguistic structures more efficiently through the communicative use of constructions rather than through mere repetition of grammar exercises.
Communication strategies

The communication skills that people learn in their first language are often employed when learning another language. Strategies could include replacing an unknown word with a phrase or word that will make the meaning clear, recognising the purpose of a text and decoding information from a graph or table. Candidates should use such strategies.
5. Macroskills

Skills are developed through use: speaking is developed by speaking, reading by reading, and so on. There is evidence, however, that development in one skill supports development in others, with the greatest transfer of learning being from receptive (comprehending), involving listening and reading, to productive (composing), involving speaking and writing modes. This suggests that a broadly concurrent approach should be adopted. It is possible that at times one skill might be highlighted and developed, but in general, and over the length of the course, there should be equal emphasis on the four macroskills (which are also the four general objectives). Candidates should be encouraged to use technology to combine physical and sensory skills to achieve the macroskill outcomes.

5.1 Listening

Listening activities used should encourage candidates to process meaningful portions of language rather than to focus on single words. Candidates should gradually think beyond the meaning of the immediate phrase or sentence and anticipate what will be said. They should also consider the broad purposes of the communication, and the speakers’ attitudes to the topic, the situation and the audience, which may be conveyed by tone of voice or nonverbal means.

Candidates should develop strategies that are appropriate to the purpose of the task, such as listening for gist, or for particular details.

Strategies could include:
- guessing meaning from the context
- asking for repetition or explanation
- disregarding unknown words and phrases.

They should not become preoccupied with things they have not understood.

Candidates should become used to a range of standard Chinese speakers including male and female, young and old, and voices at varying speeds and complexity.

5.2 Speaking

Successful communication depends on candidates:
- expressing their own ideas and opinions on topics of relevance to them
- seeking judicious, supportive correction
- ignoring excessive attention to errors
- listening to good models of spoken Chinese to develop acceptable pronunciation, stress and intonation
- attempting to use language that increases their range and control
- acknowledging the importance of nonverbal language in conveying a message
- working with others to improve candidates’ capacity to interact effectively with other people, both individually and in groups while communicating messages, planning or organising activities, collecting data and so on.
- using rhymes, word games and occasionally learning by rote.
While the use of grammatical structures is important it should be recognised that a candidate’s ability to employ spontaneous language effectively is essential.

5.3 Reading

Candidates should think beyond the meaning of the immediate phrase or sentence, to anticipate, and to consider the broad purpose of the communication and the writer’s attitudes to the topic and to the audience.

Candidates should develop strategies that suit the task in hand — reading for gist, or for particular details. If the text has unfamiliar words crucial to understanding, candidates need to be encouraged to use strategies such as reading further, working out the meaning from the context, and checking in a dictionary.

Using technology in the reading skill can have beneficial outcomes. Using a wide range of texts found, e.g. on the internet, could help candidates develop skills to approach unfamiliar texts.

Candidates should be able to recognise a minimum of 700 characters.

5.4 Writing

Candidates should practise the various writing conventions that provide experience in using realistic writing forms, such as letters, postcards, emails, reports and articles. Genres such as comics and short stories (with direct speech) represent the spoken word in print and may be a useful way of developing imaginative writing skills. Candidates should write to suit the audience, where specified, and to adopt a style and tone suitable to the writing task.

The effective use of dictionaries and grammar reference books is a skill that needs to be practised and developed. The importance of crosschecking in both sections of Chinese–English dictionaries should be emphasised.

Exercises such as manipulating structures are useful for practising grammatical rules and the changes they govern. Practising grammatical structures in meaningful communicative contexts is of greater value, however, in developing proficiency.

By the end of study, candidates should be able to write a minimum of 500 different characters. They are expected in some contexts to write connected passages of approximately 300 characters in length. The nature of the task should determine the appropriate length for any piece of writing. Such tasks should also allow the candidate to demonstrate the development of a range of ideas using a variety of structures.

Candidates are expected to write characters in a recognisable form in shape and proportion. They should have extensive practice in writing characters, paying attention to correct stroke order, proportion and radicals.

Hànyǔ pīnyīn is the phonetic system formally adopted by the People’s Republic of China for the transcription of Chinese characters. Tone marks are an integral part of pīnyīn. Hànyǔ pīnyīn has been adopted by the Secretariat of the United Nations as the standard system to be used in the transcription of Chinese personal and place names.

Hànyǔ pīnyīn may be a useful learning tool for candidates of Chinese:

- as an aid to pronunciation in conjunction with Chinese characters
- when consulting dictionaries, lists or indexes compiled alphabetically.

Hànyǔ pīnyīn may be used as an input method in Chinese word-processing programs.
In the external examination, 汉语拼音 may be drawn on to communicate meaning when a character has not been successfully learned. This may, however, not be appropriate to the criterion and standards and thus may affect the candidate’s level of achievement.

Candidates should use correct punctuation (see the Appendix).
6. Organisation

6.1 Time allocation

For teaching centres preparing candidates for the external examination the recommended number of hours for a course of study developed from this syllabus is 130 to 150 hours including formative assessment. 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.

6.2 Requirements

The following elements should be included:

- cultural context
- settings
- themes and topics
- language functions
- grammar, vocabulary and cohesion.

The use of the language should be covered in a variety of ways to achieve the communication objectives.

Communication takes place in a cultural context that is dependent on specific cultural activities and genres. Within this cultural context, there are settings that reflect more particular social contexts or situations, which in turn suggest the themes and topics. In order to express and interpret factual and personal meanings within a topic, the intention or purpose (that is, the function of language) needs to be taken into account. To express these meanings in connected discourse, the resources of the language system are called upon. These consist of grammar, vocabulary, cohesive devices and the sound and writing systems.

6.2.1 Cultural context

Language and culture are inextricably linked and references to culture in a language program must reflect this connection. Aspects of Chinese history, geography, literature, arts and especially characteristics of the everyday life of the Chinese-speaking peoples could be integrated into the themes and topics. In this way, candidates should develop an understanding of the Chinese-speaking peoples, and through this, develop an empathetic attitude to people of all cultures.

6.2.2 Settings

Language use in a situation or social context involves both a setting and one or more topics. As far as possible, settings and situations should be related to the candidates’ interests. Within the settings, the social roles of the speakers (friend-friend, customer-attendant, adult-child) must be taken into account. The mode and medium of communication (e.g. face-to-face, telephone conversation, letter, electronic communication, or print) must also be considered.

Settings can be defined as the location and time of language activity, e.g. a railway station at rush hour.
The order of the following list of possible settings does not indicate any suggested progression, nor is it a complete list:

- home, school, workplace
- street, town, countryside, beach
- shops, restaurant, cafe, hotel, club, party, cinema
- post office, bank
- travel agency, tourist information centre, places of cultural interest
- doctor’s surgery, pharmacy, hospital
- transport: train, taxi, bus, plane, car
- service station, accident scene
- tourist destinations in Australia
- internet and email.

### 6.2.3 Themes and topics

Candidates need a wide experience of Chinese to develop the ability to communicate in two major contexts:

- the Australian context, in which they can discuss aspects of Australia and their own experiences, opinions and aspirations to someone who is Chinese-speaking
- the overseas context, in which they can participate in the everyday life of a Chinese-speaking community.

**Table 1: Prescribed themes and topics**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Topics</th>
</tr>
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<tbody>
<tr>
<td>Family and community</td>
<td>personal description, personality, relationships</td>
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<tr>
<td></td>
<td>family life, home, daily routines</td>
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<tr>
<td></td>
<td>festivals, celebrations and special occasions</td>
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<td></td>
<td>customs, and appropriate ways of behaving</td>
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<td></td>
<td>services — shopping, banking, transport and travel, post, telephone,</td>
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<tr>
<td></td>
<td>health, police, government</td>
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<tr>
<td>Leisure, recreation and human</td>
<td>sport, hobbies, interests, shopping, dining out</td>
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<tr>
<td>creativity</td>
<td>radio, TV, films, newspapers, magazines, advertising</td>
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<tr>
<td></td>
<td>holiday planning, itineraries and accommodation</td>
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<tr>
<td></td>
<td>geography, climate</td>
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<tr>
<td></td>
<td>science and technology</td>
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<td>School and post-school options</td>
<td>education</td>
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<td></td>
<td>future plans, career aspirations, work</td>
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<tr>
<td>Social issues</td>
<td>current affairs, e.g. government policies</td>
</tr>
<tr>
<td></td>
<td>the family unit</td>
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<tr>
<td></td>
<td>environment</td>
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</tbody>
</table>
6.2.4 Language functions

Language functions are purposes for which people use language. The functions that candidates should be able to use are listed below in five groups: socialising, imparting and seeking information, expressing attitudes, getting things done, and organising and maintaining communication. Candidates should be able to produce and to understand these functions in spoken and written forms.

It is not to be assumed that each function can be developed to the same extent. For example, refusing and accepting are not likely to present the linguistic possibilities offered by giving reasons. Many functions will be realised through the set language of conventional formulae. They tend to be very specific and restricted both in the language form they take and in the use to which they are put. Other functions are more open-ended in both respects, representing, to some extent, clusters of functions rather than individual, specific ones. Thus, “asking about” could involve asking about whom, what, how, where, when, why and how much. “Giving instructions” could involve giving someone directions and saying when to arrive or, in a different context, explaining how to do something or how something works. The functions and topics form the basis of the communicative activities and tasks that underpin the general objectives of this syllabus. As such they should be covered at several points and at increasing levels of complexity. That is, functions are revisited in association with new topics in new contexts.

The Chinese exemplars given on the following pages are not the only way of expressing each function and other appropriate structures may be used. The order of the functions does not indicate any suggested progression or degree of emphasis. Examples of sentences or phrases are given to highlight grammatical usage, rather than to indicate particular vocabulary. Other functions may be added.
1. Socialising
   a) using different modes of address
      赵师傅 杨大夫 同志 老黄 王大爷 王阿姨
   b) greeting
      你来了！ 早！来啦！ 您（买菜）回来啦！
   c) enquiring about health
      ...... 您身体好吗？ 你的病好了吗？
   d) leave taking
      我走了，我先走了。一会儿见！慢走，你们慢吃。
   e) introducing
      这位是 ......
   f) thanking/responding
      谢谢！麻烦你（您）了。不客气。不用谢。
   g) apologising/responding
      对不起， ...... 太麻烦你了！没关系。没什么。
   h) expressing good wishes
      祝你 ...... 代问 ...... 好！代向 ...... 问好！
   i) using telephone formulae
      喂！您哪儿？你是哪儿？我这儿是 ......
      找谁？ 请 ...... 听 / 接一下电话，好吗？

2. Imparting and seeking information
   a) asking about/describing
      • people
         – place of origin
            我是从 ...... 来的。我的老家是 ......
            他是从哪里来的？我出生在 ......
         – occupation
            他在 ...... 当 ...... 他在 ...... 工作。
         – physical appearance
            ...... 长得很胖 / 瘦。 ...... 样子挺好。 ...... 的头发挺长 / 短的。
         – personality
            他这个人 ...... 她对人 ...... 他很爱 ......
            ...... 工作 ......（e.g. 她这个人工作很努力。）
            他脾气 ......（e.g. 他脾气不好。）
      • things
            他昨天带来的 ...... 红红的 ...... 这种 ......
            这是谁写的？ ...... 后面的 ...... 这个菜有点儿 ......
      • places
            ...... 的西边 / 东边 / 南边 / 北边 ......
            ...... 都是 ......（e.g. 山上都是树。）
            我们这个 ...... 是 ......（e.g. 我们这个地区是工业区。）
            这里有 / 没有 ...... 一（进门）就是 ......
      • location
            ...... 以南 / 以北 / 以东 / 以西的地区 ...... 靠海
            ...... 位于 ...... 右边 / 左边是 ......
            ...... 在 ...... 和 ...... 之间 ...... 我住他那儿。
• motion away/towards
  走过来 / 走过去 ..... 把 ..... 送去了。 ..... 给 ..... 买来了。

• 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  以后 ...... 将来 ...... (e.g. 她以后／将来想当翻译,)
    imminent future  我来了！ 一会儿就 ...... 正要去 ......
    past  以前 ...... 从前 ...... 后来 ...... 他是（坐飞机去）的。
    completion  他走了。 ..... 看过了吗？
    commencement  ...... 开始了。 ...... 起来了。 (e.g. 笑起来了)
    continuation  已经 ...... 了 ...... 了。 (e.g. 我已经写了三封信了。)
                  ...... 着 ....... 下去 (e.g. 请你写下去。)
    at the same time  站着吃饭  又 ...... 又 ...... 一边 ...... 一边 ......
  – sequence  ...... 了 ...... 就 ...... (e.g. 买了东西就走。) ...... 以后／以前 ......
                 先 ...... 然后 ...... 再 ...... 开始 ...... 后来 ......
                 等了 ...... 才 ...... 以后再 ...... 第一 ...... 第二 ......
  – duration  很久没 ...... 了。 ...... 要用多长时间？ 看了三个小时的电视。
  – frequency  ...... 几 / 多少次？ 再 / 又 ...... 很少 ...... 从来不 ......

• quantity
  – numbers and fractions  10.3（十点三） 3/4（四分之三） 30%（百分之三十）
  – limits/approximation  大于 ...... 小于 ...... 最多 ...... 天 超过五十 ......
                              不到 ...... 大约 ...... ...... 上下。 七八个人
  – measurement  少了 ...... 减少了 ...... 增加了 ......
                    ...... 有多高？ ...... 体重多少公斤？ ...... 有多重？
                    ...... 面积有 ...... 平方公里。 ...... 占总面积的三分之一。
                    ...... 的气温是（零下） ...... 度。
                    一杯咖啡  一公升牛奶
b) comparing

...... 象 ...... ...... 没有 ...... 大。 ...... 比较 ......
...... 比 ...... 更 ...... ...... 比 ...... 得多。

c) expressing

ability/ inability

看得完 / 看不完 能看完 带不了

c) asking and explaining

..... 怎么 ...... 呢？ 我不能 ...... 是因为 ......
除了 ...... 以外，还要 ...... 呢？ 因为 ...... 所以 ......

3. Expressing attitudes

a) enquiring about/expressing

• opinions

我的看法是 ...... 我觉得 ...... 我认为 ......
我想 ...... 我想我们应该 ......

• necessity and need

...... 要 ...... ...... 该 ...... ...... 不用 ......

• intention

我打算 ...... 我希望 ...... 我想 ......

• hopes, desires and fears

我希望 ...... 能 ...... ...... 要是能 ...... 就好了。
我但心 ...... 我怕 ...... 要是 ...... 怎么办？

• likes and dislikes

我爱 ...... 我最怕 ...... (e.g. 我最怕做家务。)

• importance

...... 对 ...... 来说很重要。 ...... 对 ...... 来说最重要了。
...... 不是特别重要。

• ease/difficulty

好 / 不好 (办) 更难 ...... 好容易 ......

• likelihood

要 ...... (e.g. 要下雨了。) 会 ...... 吗？ 也许 / 可能是 ......
不会的。 ...... 一定会 ......

b) expressing

• admiration/ praise

真高级！ 真了不起！ 真棒！ 你拉得真好！

• interest or lack of interest

...... 对 ...... 挺感兴趣的。 ...... 对 ...... 没有兴趣。 ...... 很有意思。

• surprise

哎哟！ 什么？ 是真的吗？ 真没想到。

• regret/sympathy

真可惜！ 真可怜！

• reassurance

别着急， ...... 放心吧！ 不要怕，你一定会 ......

• anger

气死人了！ 真不象话！

• criticism

...... 给 ...... 提意见。
4. Getting things done

a) asking for/giving

- advice  你最好 ⋯⋯ ⋯⋯ 就更好了
- permission ⋯⋯ 行不行？我可以 ⋯⋯ 吗？ ⋯⋯，好吗？
- instruction 把 ⋯⋯ (把大的放在上面)
  先 ⋯⋯，然后 ⋯⋯，最后 ⋯⋯
  ⋯⋯ 汉字怎么写？

- directions 沿着 ⋯⋯ 走，在 ⋯⋯ 站下车。换 ⋯⋯ 路车。
- commands 不许 ⋯⋯ 别 ⋯⋯

b) requesting/offering 再来点儿（咖啡）吗？给你 ⋯⋯
  请你等一会儿再来。我可以帮你忙吗？
  把 ⋯⋯，好吗？（把电视关上，好吗？）
  我来 ⋯⋯ 吧。

c) warning 小心点儿！块 ⋯⋯，要不 ⋯⋯

5. Organising and maintaining communication

a) seeking confirmation 你是李先生吧？你不是想来吗？
  你是找王老师吗？
  你要这本，是吗？
  她家住 8 号，对吗？

b) emphasising 他是（不想吃）。就是 ⋯⋯
  还说 ⋯⋯ 呢！ ⋯⋯ 就不 ⋯⋯！
  ⋯⋯ 才 ⋯⋯ 连 ⋯⋯ 都 ⋯⋯

c) expressing lack of comprehension 听不懂 ⋯⋯ 看不懂 ⋯⋯

d) asking for clarification ⋯⋯ 是什么意思？ 你的意思是 ⋯⋯？
  你是说 ⋯⋯？
6.2.5  Grammar, vocabulary, cohesion

In this section, the term grammar refers to morphology and syntax; that is, the structure of words and sentences in the language.

Grammar is an important component of communication and should not be neglected. Candidates should become familiar with the grammar points outlined below through the study of various functions in a variety of settings.

Vocabulary used will be determined by the settings and topics selected for study in conjunction with the related functions. Candidates should acquire some idiomatic use of the language within the themes and topics of the course.

Cohesion refers to the way parts of text link with other parts. This can be achieved by:

- specific language items, such as:
  - reference words (pronouns, possessive adjectives, definite articles)
  - connectors, conjunctions and adverbs (for time, reason, purpose, contrast, addition, condition)
  - word sets (synonyms/antonyms)

- the organisation of the information in a conventional way depending on the genre, for example:
  - news articles usually starts with the main newsworthy information, followed by background information
  - narratives usually follows the structure of background, complication and resolution
  - casual conversations consists of taking turns.

Learning to participate in the spoken and written discourses of a language involves not only communicative functions and the use of vocabulary and grammar, but also linkage of these into cohesive discourse in ways that are appropriate to the cultural and social conventions of the language.

6.2.6  Requirements in linguistic elements

The linguistic elements outlined are necessary to enable candidates to attain the levels described in the standards for macroskills at exit. The structures will be assessed in the external examination as they occur naturally in communicative tasks.
Chinese linguistic elements

1. Phonology
   • tones: four tones, neutral tone
   • tone changes: two or more 3rd tones in sequence, e.g. ËÔ ËÔ
   • 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. ÌÑ ÌÑ £» Ê« Ê«

   Position words
   • 中 (间)；东；南；西；北
   • with suffix, e.g. ÌÑ ÌÑ £»
   • as attributive with nouns, e.g. 前门；后院
   • with prepositions, e.g. ÌÑ £»

   Pronouns
   • personal, e.g. 咱们；咱们；咱们
   • demonstrative, e.g. 这；这；这；另；这
   • 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 1000000000
   • ordinal numbers, e.g. Í§
   • approximation, e.g. 二十几；二十几；二十几
- fractions, e.g. Ñ£ÍÌÝÉÊ
- date: 月；日（号）；
- time: clock time, e.g. 三点钟（半）
- telephone numbers
- price, e.g. 六十块（元）
- form of address, e.g. 

**Measure words**
- with nouns, e.g. 一个人；两张桌子；一些苹果
- with verbs, e.g. 两次； 我去了五趟。
- reduplication, e.g. 个个；

**Verbs**
- equative: 玩儿
- action, e.g. 玩儿
- / 没有 (to have; indicating existence)
- reduplication, e.g. 
- “verb-object” construction, e.g. 看书；睡觉
- optative: 想；要；会；能；可以； 应该；

**Aspect of verbs**
- (continuing), e.g. 他穿着一件很漂亮的毛衣。
- 过 (experiential), e.g. 我们去过中国。
- (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 + , e.g. 朋友的车
- pronoun + , e.g. 她的笔
- subject-predicate construction, e.g. 他写的信
- verb + , e.g. 今天来的同学
- verbal construction + , e.g. 跟你跳舞的女孩子
- disyllabic adjective + , e.g. ø÷å¹îÜëýÜ×
- adjective construction + , e.g. 很好的朋友

Adverbs

- 也；都；很； ÷¼£»ìéÍ죻£¨ïᣩî¤；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！
- 刚；更；比较；最
- (sooner, quicker, earlier), e.g. ÐÑô¸ä²ö¦ßÌËÛ¡£
- (then), e.g. 他吃了就看电视。
- (emphatic), e.g. 就要这些。
- 少；已经
- (again), e.g. 你又忘记了！
- (in addition), e.g. 我吃了面包，又吃了一块蛋糕。
- (again), e.g. 明天再来吧！
- (indicating action takes place after another action), e.g. 先吃饭再去。

Adverbial modifiers

- adverb, e.g. ßÈßÈËÛ
- 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. 走进
complex directional, e.g. 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；给 (e.g. 给我打电话); 离 (e.g. 离我家很近); 跟；对 (e.g. 他对我说)

Particles
: see above “Attributes”
: see above “Adverbial modifiers”
: see above “Complements” (complement of degree, potential complement)
aspect: 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？
(softening tone), e.g. 他一定来。
(reminding, warning), e.g. 别忘了。
（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
• 还是 还

Exclamations
• 哎呀 喂
Sentence types

- Verb-predicate sentence
  - ; e.g. 这是我爸爸。
  - + 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。他工作怎样？

  notional passive, e.g. 药吃完了。

  passive, e.g. 让，把 我们的行李让她拿走了。

- Nominal-predicate sentence, e.g. 她十四岁。现在三点。我北京人。

- 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？

- Subjectless sentence, e.g. 下雨了。上课了。

- Single word (or phrase representing single idea), e.g. 队。票。什么。小心！对不起。劳驾。哎哟！

- Comparative sentence:
  
  simple comparison, e.g. 她大，我小；with — ; with 跟......一样;
他说得有你(那么/这么)流利吗?我跑得没有他快。

□ ...一样

Constructions

- ...的时候□ ...极了□ 从□ ...□ ...
  □ □ ...□, e.g. 这样做□ □ □ □ □ □
□ □ ...□□, e.g. 你不是不想来吗□
□ □ ...□□, e.g. 我们不但要发展工作□ 而且要保护环境。
□ □ ...□□, e.g. □ □ □ □ □ □ 他们都是上海人。
□ □, e.g. 做饭的。
多么□ ...□□, e.g. 这儿的风景多么美啊□
跟□ □ □, e.g. 跟同学们一起去游泳。
□ □ ...□□, e.g. 快点儿□ 银行快要关门了□
连□ ...□ □ ...□□, e.g. 他刚来的时候□ 连一句英文都不懂。
虽然□ □ ...□□, e.g. 虽然参加的人不多□ 但是我们也玩得很高兴。
□ □ □ □ □, e.g. 快点儿□ 火车就要开了□
□ □ □ □ □ □ □ □, e.g. 我们就在家里看电视。
□ □ ...□□, e.g. 我一起床就去跑步。
□ □ □ □ □ □ □, e.g. 这个建议□ 有的人赞成□ 有的人反对。
□ □ □ □ □ □, e.g. 这个菜有点儿辣。
因为□ □ ...□□, e.g. 他因为病了□ 所以没有来上课。
□ □ □ □ □ □, e.g. 他是坐飞机来的。
□ □, e.g. 把书打开。
□ □ ...□ □ □ □ □ □ □, e.g. 又红又专□ □ □ □ □ □ □ □ □
□ □ □ ...□□, e.g. 他一面吃饭一面看书。

6.3 Characters for recognition and reproduction
Candidates should be able to recognise a minimum of **700** characters and to write at least **500** of these characters.

For the external examination, it is expected that candidates are familiar with simplified characters, as the characters used for recognition are the simplified forms officially adopted by the Government of the People’s Republic of China.

However, this does not preclude the use of full-form or traditional characters in responses. While simplified characters are preferred in tasks requiring written responses in Chinese, candidates may use full-form characters.

Written responses should demonstrate a consistent style throughout.
The following 400 simplified characters are given as a guide to characters that may be used for both recognition and reproduction.

**Other characters will be used in the examination.** These will relate to the prescribed themes and topics in Section 6.2.3.

这那哪是不有没的很许太极为什么几怎样儿在了呢吗吧也都比较还最更非常多少从到离往着别过才刚将每共正就又和跟象对得地已经完定先后时候如果但而且因所以除外虽然可真再第回来去个只支本张双件条把些次门节位辆片台座一二三四五六七八九十百千万万亿两块毛分钱店年月日号码星期天今晚昨现代化点半早午晚饭上下左右中间里楼旁边面前东南西北你我她他它们谁姓名字岁人口国澳利亚爸妈父母亲戚哥兄弟姐妹叔姨祖客客朋友老同学男女大小高初矮低长短远近胖瘦新旧快慢安静吵闹清洁污染环境漂亮美丽方便宜贵容易难轻重累渴饿优缺好处错发达展流河海气热冷雨雪冰风春夏秋冬温暖电视脑祝乐愉校级班课文语英汉数理科历史作业毕书做看教听说写问画送给用戴带穿当骑开关推拉寄拿谢找吃喝玩笑坐汽火车旅行走住买卖打话意思见要希望想算知道喜欢迎爱心怕请告诉参加观相信继续建议成功反商量休息提保护解决题懂应该靠搞忘记叫被让认帮助忙觉能会运活动游泳球红黄蓝白黑绿棕色越市
7. Learning experiences

The objectives of the syllabus are primarily communicative and may be achieved in a variety of ways. An essential part of study should be to include a rich variety of communicative tasks requiring the use of Chinese. As candidates use spoken or written language in purposeful ways and in a range of authentic contexts, they will develop understanding and control of language appropriate to a variety of situations.

Language learning involves more than mere reproduction and rote learning. It requires applying the language to communicate with others, to express needs and opinions, to solve problems, to develop the intellect and to widen cultural horizons.

There should be equal emphasis on the four macroskills (the four general objectives).

7.1 Learning strategies

Candidates should use a range of learning strategies to further their language development. Some examples of the types of strategies that could be used by candidates are given below.

7.1.1 Metacognitive

Strategies involving thinking about the learning process, planning for learning, monitoring the learning task and evaluating how well one has learned or used language:

**Planning**
- previewing the main ideas and concepts of the material to be learned
- planning how to approach an upcoming task and the language to be used
- deciding in advance which aspects of the language to attend to.

**Monitoring**
- checking, verifying or correcting one’s comprehension or performance in the course of a language task
- identifying and solving problems in completing a task successfully.

**Evaluating**
- checking the outcomes of language learning or performance and judging them for completeness or accuracy.

7.1.2 Cognitive

Strategies that involve planning and organising activities to work on, or manipulating the language in ways that enhance learning or applying a specific technique to a learning task:
- repeating language aloud or silently
- collecting, analysing and organising material according to attributes or meaning
- using visual images to understand or remember new material
- relating new information to existing knowledge
• making personal associations with the new material
• making deductions by applying rules of grammar to understand or produce the language
• analysing language elements to perceive patterns and hypothesising about rules
• substituting alternative approaches, revised plans or different words or phrases to accomplish a language task
• transferring previous language knowledge or skills to assist in comprehension or production
• synthesising language into meaningful text by recombining known elements in a new way
• noting down key words or concepts in abbreviated form to assist in the performance of a language task
• summarising mentally, orally or in writing new information and/or language
• making inferences to guess meanings of new items, predict and fill in missing information.

7.1.3 Social/affective
Strategies involving communicating ideas and information to others to assist in learning:
• questioning for clarification, explanation or rephrasing
• working with others and in teams to solve a problem, pool information, check a learning task, model a language activity or obtain feedback on language performance
• reducing anxiety by using mental techniques that help a candidate feel competent to do the learning task.

7.2 Range of learning experiences
Candidates should use a range of learning experiences to develop their skills in using Chinese in realistic situations. Some examples are listed under the categories of:
• general activities in the four macroskills (Section 7.2.1)
• activities for specific topics (Section 7.2.2)
• a series of activities for particular units of work (Section 7.2.3).

7.2.1 Learning experiences in the macroskills
Some examples of language activities or learning experiences appropriate to Chinese are listed here.

Primarily for listening and speaking
• listening to radio or TV announcements, commentaries, extracts from programs
• listening to loudspeaker announcements
• conversing face-to-face, telling stories
• conducting and/or answering an opinion poll/survey
• making an audio “letter”
• roleplaying in specific settings
• talking on the telephone
• listening to an answering machine
• listening to commentaries on radio, TV
• listening to radio programs on the internet
• giving an oral report, speech
• commenting on photos, slides or videos
• listening to a news or weather report or video segment
• listening to or explaining a recipe
• holding a debate or participating in a discussion
• listening to songs, poems, jokes
• telelinking with other Chinese candidates or Chinese overseas.

**Primarily for reading and writing**
• reading and writing personal and more formal letters, postcards, notes, advertisements and instructions
• reading authentic texts such as headlines, news reports, signs, commentaries, reviews, cartoons, short stories, poems, song lyrics, official forms, timetables, questionnaires, pamphlets, programs, magazine articles, menus, advice columns, labels, dictionaries
• writing a diary or journal
• emailing
• texting
• designing a webpage or visiting websites in the target language.

### 7.2.2 Learning experiences for topics

Some examples of activities associated with particular topics could include:

**Relationships**
• reading magazine “problem letters” or friendship/marriage advertisements
• discussing possible partners after evaluating descriptions, justifying opinions.

**Environment**
• reading magazine or newspaper articles and information pamphlets
• surveying garbage thrown out by a household and:
  – classifying the recyclable materials
  – preparing a pie graph of the percentages of these materials
• writing letters of commendation or protest.

### 7.2.3 Use of technology

Technology is used in learning languages in many ways — audiocassette and CD players, video players, DVDs, radios, TVs and computers. The use of such devices is encouraged as it allows for presentation of authentic materials through audio or visual means, or a combination. In particular, interactive technologies such as email, the internet, video and audio conferencing provide stimulating situations in which candidates can take advantage of broad resources, receive advice in Chinese and access a range of learning styles.
8. Assessment

8.1 Summative assessment

8.1.1 Format of the external examination

The examination will consist of four parts, each of which assesses one of the macroskills. It is essential for a candidate to undertake all four parts of the examination. A level of achievement can only be determined if the candidate is awarded a standard in each of the four macroskills.

The times given below are approximates only, specific times will be given in the annual Senior External Examination Handbook (on the QSA website at www.qsa.qld.edu.au/testing/extern-exams/).

Listening — 60 minutes; this requires a CD player.

Speaking — 10 to 15 minutes; response to stimulus and conversation:
- preparation according to task, e.g. five minutes, made up of:
  - response to stimulus, such as picture description, two minutes
  - conversation with the examiner, three minutes.

Reading — 90 minutes with 10 minutes perusal time.

Writing — 90 minutes with 10 minutes perusal time.

Each of the four macroskills, listening, speaking, reading, and writing, will be assessed separately.

Candidates will be asked to perform tasks set in communicative contexts. Instructions for the assessment tasks will be in English.

The criteria used for the assessment of each skill will be included on the examination papers.

Candidates must not take dictionaries into the examination.
### 8.2 Sample assessment tasks

**Listening**

<table>
<thead>
<tr>
<th>Sample tasks</th>
<th>Criterion</th>
</tr>
</thead>
</table>
| Candidates may listen to authentic listening texts differing in length, purpose and style, based on syllabus topics. The language used will be clearly articulated in the standard variety, and spoken in the slower range of normal background speaker rate of utterance. | **Comprehension of a listening text:**  
  - comprehension of content:  
    - gist  
    - detail, main points  
    - deducting the meaning of unknown ideas, words or phrases  
    - appreciation of intention and attitude of the speaker. |

**Written responses will be in English.**

**Texts could include:**
- announcements
- messages
- advertisements
- conversations (or others)
- interviews
- selected news bulletins
- media commentaries
- anecdotes

**Written responses in English could include:**
- providing short answers
- writing or completing a summary
- re-presenting and reorganising information for purposes such as deciding, judging and evaluating based on information extracted.

**Conditions**

- Texts will be heard twice.
- Texts will be heard on CD, delivered by background speakers.
- Instructions for the listening tasks are included in English on the CD and on the examination paper.
- Task descriptions and questions will be in English.
### Speaking

<table>
<thead>
<tr>
<th>Sample tasks</th>
<th>Criterion</th>
</tr>
</thead>
</table>
| **One-to-one interview or conversation**  
The examiner asks open-ended questions in Chinese giving candidates the opportunity to elaborate on answers and to initiate further conversation.  
Example: Discussion of future plans. | **Conveying meaning:**  
**Range and form of language use**  
- vocabulary  
- structure  
- cohesion |
| **Oral report** — this may use visual stimuli.  
Example: While on an exchange visit, the candidate talks to a class or club about some aspects of Australia. | ** Appropriateness of language use**  
- register  
- grammatical accuracy  
- sociocultural awareness  
- relevance to task |
| **Simulation** situation may be supported by a visual stimulus.  
Example: You are describing to an exchange student the “great Australian weekend”. Describe some activities in your district and recommend particular places to visit. | **Communication strategies**  
- flexibility  
- conversational routines  
- ability to initiate conversation  
- coherence  
- nonverbal features |
| **Responding to stimuli**, such as pictures, maps, cartoons. Examples:  
- comment on a picture  
- explain a brochure. | **Features of oral production**  
- fluency  
- pronunciation  
- rhythm, stress, intonation. |

**Conditions**

**Note:** The tasks listed above should require spontaneous language use in realistic situations.

Candidates may be given five minutes to prepare and make notes if necessary.

Candidates will be required to speak in Chinese for at least five minutes in a one-to-one situation.

Candidates should speak spontaneously.

Instructions for all speaking tasks and written stimulus material will be given in English on the examination paper.
## Reading

<table>
<thead>
<tr>
<th>Sample tasks</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates may read a variety of authentic texts that differ in length, purpose and complexity. Questions and written responses will be in English.</td>
<td></td>
</tr>
<tr>
<td>Examples:</td>
<td>Comprehension:</td>
</tr>
<tr>
<td>• magazine article</td>
<td>• comprehension of content, i.e. gist, detail, main points and subsidiary points</td>
</tr>
<tr>
<td>• newspaper article</td>
<td>• deducting the meaning of unknown ideas, words or phrases</td>
</tr>
<tr>
<td>• personal letter</td>
<td>• recognition and appreciation of register, tone, intention and sociocultural references</td>
</tr>
<tr>
<td>• business or other formal letter</td>
<td></td>
</tr>
<tr>
<td>• literary text, e.g. poem, short story</td>
<td></td>
</tr>
<tr>
<td>• travel brochure</td>
<td></td>
</tr>
<tr>
<td>• advertisement</td>
<td></td>
</tr>
<tr>
<td>• TV/radio program</td>
<td></td>
</tr>
<tr>
<td>• cartoon</td>
<td></td>
</tr>
<tr>
<td>• set of instructions</td>
<td></td>
</tr>
<tr>
<td>• website, internet article</td>
<td></td>
</tr>
<tr>
<td>• email.</td>
<td></td>
</tr>
<tr>
<td><strong>Responses must be in English and may include:</strong></td>
<td></td>
</tr>
<tr>
<td>• short answers</td>
<td></td>
</tr>
<tr>
<td>• writing or completing a summary</td>
<td></td>
</tr>
<tr>
<td>• retelling a story</td>
<td></td>
</tr>
<tr>
<td>• re-presenting and reorganising information</td>
<td></td>
</tr>
<tr>
<td>• comparing different reports of the same event</td>
<td></td>
</tr>
<tr>
<td>• making and justifying judgments.</td>
<td></td>
</tr>
</tbody>
</table>

### Conditions

Candidates must not use dictionaries in the examination.
### Writing

<table>
<thead>
<tr>
<th>Sample tasks</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates may write texts differing in length, purpose and style.</td>
<td>Conveying meaning through:</td>
</tr>
<tr>
<td>Examples:</td>
<td>Range and form of language use</td>
</tr>
<tr>
<td>• personal letter</td>
<td>• vocabulary</td>
</tr>
<tr>
<td>• emails</td>
<td>• structures</td>
</tr>
<tr>
<td>• magazine article, personal journal entry</td>
<td>• cohesion</td>
</tr>
<tr>
<td>• diary entry</td>
<td>Appropriateness of language use</td>
</tr>
<tr>
<td>• formal letter</td>
<td>• register</td>
</tr>
<tr>
<td>• invitation and reply note</td>
<td>• grammatical accuracy</td>
</tr>
<tr>
<td>• commentary on series of pictures</td>
<td>• style</td>
</tr>
<tr>
<td>• imaginative response to stimulus material</td>
<td>• relevance to task, including length</td>
</tr>
<tr>
<td>• expository, argumentative or persuasive writing on some topical issue in response to stimulus material, e.g. simple written texts or cartoon.</td>
<td>Organisation of text</td>
</tr>
<tr>
<td></td>
<td>• relevance of content</td>
</tr>
<tr>
<td></td>
<td>• coherence</td>
</tr>
<tr>
<td></td>
<td>• format</td>
</tr>
<tr>
<td></td>
<td>• length</td>
</tr>
<tr>
<td></td>
<td>Script</td>
</tr>
<tr>
<td></td>
<td>• range</td>
</tr>
<tr>
<td></td>
<td>• accuracy.</td>
</tr>
</tbody>
</table>

### Conditions

There will be two tasks. One task will require a written response of approximately 150–200 characters in length, and the other will require a written response of approximately 300 characters in length.

It is preferred that candidates use simplified characters in tasks requiring written responses in Chinese. While candidates may use either simplified or full-form characters in these tasks, the style used should be consistent throughout the response.

Written stimulus material and instructions will be in English.

Candidates must not use dictionaries.

### 8.3 Interrelationships of the four macroskills

The subject provides equal emphasis to all four macroskills (the general objectives of listening, speaking, reading, and writing). This may vary depending on the nature of the particular topic. However, a broad balance should be maintained throughout candidates’ study. At the time of the examination, all four macroskills have equal status.

### 8.4 Special consideration

Under certain circumstances, special arrangements or consideration may be available to candidates for the Senior External Examination. The special consideration provisions are detailed in the annual Senior External Examination Handbook (on the QSA website at www.qsa.qld.edu.au/testing/extern-exams).

Missing the examination for any reason cannot be the basis for an application for special consideration.
### 8.5 Standards for macroskills

#### 8.5.1 Listening skill

<table>
<thead>
<tr>
<th>Content</th>
<th>Deduction</th>
<th>Recognition and appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• gist and detail</td>
<td>• ideas</td>
<td>• registered</td>
</tr>
<tr>
<td>• main and subsidiary points</td>
<td>• unknown words and phrases</td>
<td>• intention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• attitude</td>
</tr>
</tbody>
</table>

**Standard A**

The candidate demonstrates a comprehensive understanding of main ideas from a range of texts; distinguishes gist from detail, main points from subsidiary ones; understands most of the significant points and the relationships between them; applies knowledge of structures to deduce meaning from context; recognises register and can infer the speaker’s intentions and attitudes; can draw appropriate conclusions.

**Standard B**

The candidate demonstrates an effective grasp of the main ideas; frequently distinguishes gist from detail, main points from subsidiary ones; can apply knowledge of structures to deduce some meaning from context; identifies the speaker’s general intentions and attitudes when explicitly expressed.

**Standard C**

The candidate demonstrates an understanding of most of the main ideas when presented in a straightforward way; can apply knowledge of structures to understand some explicit detail; recognises the speaker’s general intention when obvious within a familiar context.

**Standard D**

The candidate demonstrates an understanding of the very broad outline of straightforward texts and some detail in familiar language.

**Standard E**

The candidate occasionally demonstrates an understanding of isolated details expressed in familiar structures and vocabulary.
### 8.5.2 Speaking skill

**Criterion: Conveying meaning**

<table>
<thead>
<tr>
<th>Range of form of language use</th>
<th>Appropriateness of language use</th>
<th>Communication strategies</th>
<th>Features of oral production</th>
</tr>
</thead>
<tbody>
<tr>
<td>• vocabulary</td>
<td>• register</td>
<td>• flexibility</td>
<td>• fluency</td>
</tr>
<tr>
<td>• structure</td>
<td>• grammatical accuracy</td>
<td>• conversational routines</td>
<td>• pronunciation</td>
</tr>
<tr>
<td>• cohesion</td>
<td>• sociocultural awareness</td>
<td>• ability to initiate conversation</td>
<td>• rhythm, stress, intonation</td>
</tr>
<tr>
<td></td>
<td>• relevance to task</td>
<td>• coherence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• nonverbal features</td>
<td></td>
</tr>
</tbody>
</table>

**Standard A**
In communicating ideas and information, the candidate conveys meaning clearly using a wide range of vocabulary and structures across a variety of topics and genres. The candidate can express connected thoughts and ideas flexibly and can usually modify register to suit the situation. Although some errors may occur, communication of ideas, information and meaning is clear. The candidate displays some evidence of awareness of sociocultural elements and can convey intention and attitude successfully. The candidate can initiate and sustain conversation, develop ideas coherently and use appropriate pause fillers and nonverbal techniques where required. Pronunciation, intonation, rhythm and stress are acceptable to a sympathetic background speaker.

**Standard B**
In communicating ideas and information, the candidate usually conveys meaning clearly, attempting to use a range of vocabulary and structures across a variety of topics and genres. The candidate can connect thoughts and ideas making effective use of language. Although communication of ideas, information and meaning is generally clear, errors may occur in more complex language or attempts at originality. There is some ability to convey intention and attitude. The candidate can generally sustain the conversation using some appropriate communication strategies but may hesitate in taking the initiative. Pronunciation, intonation, rhythm and stress are generally acceptable to a sympathetic background speaker.

**Standard C**
In communicating ideas and information, the candidate conveys meaning using familiar vocabulary and structures on predictable topics. There is an apparent attempt to link some ideas. The candidate displays some evidence of awareness of register. When a variety of structures is attempted, there are frequent errors but the essential meaning is conveyed. When a limited range of simple structures is used, the candidate displays reasonable accuracy. The candidate can respond to conversational cues, sometimes with hesitation and repetition. There is occasional evidence of the use of communication strategies to request repetition or clarification. Pronunciation, intonation, rhythm and stress are generally intelligible to a sympathetic background speaker.

**Standard D**
In communicating ideas and information, the candidate conveys some meaning using familiar vocabulary and simple structures. Some simple linking words are used, but the meaning as a whole is fragmented. There is sufficient accuracy to enable some details to be understood. In the language used, aspects of pronunciation, intonation, rhythm and stress may be intelligible to a sympathetic background speaker.

**Standard E**
In communicating ideas and information, the candidate conveys some simple meanings using only short, well-rehearsed phrases.
### 8.5.3 Reading skill

<table>
<thead>
<tr>
<th>Criterion: Comprehension</th>
<th>Deduction</th>
<th>Recognition and appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• gist and detail</td>
<td></td>
<td>• tone</td>
</tr>
<tr>
<td>• main and subsidiary points</td>
<td></td>
<td>• intention</td>
</tr>
<tr>
<td><strong>Deduction</strong></td>
<td></td>
<td>• sociocultural references</td>
</tr>
<tr>
<td>• ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• unknown words and phrases</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recognition and appreciation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• tone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• intention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• sociocultural references</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Standard A | The candidate demonstrates a comprehensive understanding of main ideas from a range of texts; distinguishes gist from detail, main points from subsidiary ones; understands all or most of the significant points and the relationships between them; can draw appropriate conclusions; applies a knowledge of language to deduce meaning from context; recognises tone and can infer the purpose of the text and the writer’s attitude; understands familiar sociocultural references. |
| Standard B | The candidate demonstrates an effective grasp of the main ideas; usually distinguishes gist from detail, main points from subsidiary ones; recognises the relationship between significant points; can apply a knowledge of language to deduce some meaning from context; identifies the general purpose of the text and the writer’s attitudes when explicitly expressed, and recognises some familiar sociocultural references. |
| Standard C | The candidate demonstrates an understanding of most of the main ideas when presented in a straightforward way; can apply a knowledge of structures to understand much specific detail; can see the relationship between points when marked by simple and familiar connectors; can deduce the meaning of some unknown words form context; recognise the writer’s general intention when obvious within a familiar context, may recognise some familiar sociocultural references. |
| Standard D | The candidate demonstrates an understanding of the very broad outline of straightforward texts and some detail in familiar language. |
| Standard E | The candidate occasionally demonstrates an understanding of isolated details expressed in familiar structures and vocabulary. |
## 8.5.4 Writing skill

**Criterion: Conveying meaning**

<table>
<thead>
<tr>
<th>Range of language use</th>
<th>Appropriateness of language use</th>
<th>Organisation of text</th>
<th>Script</th>
</tr>
</thead>
<tbody>
<tr>
<td>vocabulary</td>
<td>register</td>
<td>relevance of content</td>
<td>range</td>
</tr>
<tr>
<td>structures</td>
<td>grammatical accuracy</td>
<td>coherence</td>
<td>accuracy</td>
</tr>
<tr>
<td>cohesion</td>
<td>style</td>
<td>format</td>
<td></td>
</tr>
<tr>
<td></td>
<td>relevance to task</td>
<td>length</td>
<td></td>
</tr>
</tbody>
</table>

**Standard A**
Through communicating ideas and information, the candidate conveys meaning clearly using a wide and appropriate range of vocabulary and structures across a variety of topics and genres. Writing displays flexibility in sentence structure and some originality. The candidate demonstrates ability to use a range of complex sentences incorporating aspects of time, mood and intention. The candidate chooses the appropriate register. Familiar language, including Chinese punctuation, word order, and spelling (pinyin), displays a high degree of accuracy. Although there may be some errors in more complex language, communication of ideas and information is clear. The text is well organised and relevant to the task in content, length and format. The candidate uses a wide and appropriate range of characters, which are written with a high degree of accuracy.

**Standard B**
Through communicating ideas and information, the candidate usually conveys meaning clearly, attempting to use a range of vocabulary and structures across a variety of topics and genres. Writing displays some flexibility in sentence structure with some use of complex sentences. Register is generally appropriate. Although writing displays control over familiar language, errors may occur in more complex language or in attempts at originality. Where isolated instances of breakdown in meaning occur, they do not affect the overall meaning. Familiar language, including Chinese punctuation, word order, and spelling (pinyin), is generally accurate. There is evidence of organisation of the text using linking devices. The text is relevant to the task in content, length and format. Most characters are used appropriately and are generally accurate.

**Standard C**
Through communicating ideas and information, the candidate conveys essential meaning using familiar vocabulary and structures on predictable topics. Where a variety of structures is attempted, there are frequent errors but the essential meaning is conveyed. When a limited range of simple structures is used, the candidate displays reasonable accuracy. There is an apparent attempt to organise the structure of the text and to link some points. The format and content of the text are relevant to the task, although the length may be shorter than required. The candidate may display errors in characters and pinyin. Range of characters may be restricted.

**Standard D**
Through communicating ideas and information, the candidate conveys some meaning using familiar vocabulary and simple structures. There is sufficient accuracy to enable some details to be understood. Some simple linking words are used but the meaning of the text as a whole is fragmented. Length may be insufficient and the writing may be irrelevant to the task. The candidate has difficulty with characters and makes errors in pinyin.

**Standard E**
Through communicating ideas and information, the candidate conveys some simple meanings using only short, well-rehearsed phrases. Length is insufficient. The candidate attempts a few characters and some pinyin.
8.6 Awarding levels of achievement

The Chief examiner will award each candidate who sits the examination a level of achievement from one of the five categories:

Very High Achievement (VHA)
High Achievement (HA)
Sound Achievement (SA)
Limited Achievement (LA)
Very Limited Achievement (VLA).

The process of arriving at a judgment about a candidate’s responses to examination questions is essentially a process of matching the candidate’s responses against the syllabus standards associated with the exit criteria. A level of achievement that best describes the pattern of performance in each criterion across the examination as a whole is then awarded.

Information about how scripts are assessed is provided in the annual Senior External Examination Handbook (on the QSA website at www.qsa.qld.edu.au/testing/extern-exams).

The level of achievement will be based on the exit standard for each of the four macroskills (listening, speaking, reading, and writing). The criteria are derived from the general objectives (macroskills) and are described in Section 3. The standards associated with the macroskills and exit criteria are described in Section 8.5.

When standards have been determined in each of the four macroskills, Table 5 is used to determine the level of achievement, where $A$ represents the highest standard and $E$ the lowest.

**Table 5: Determining the level of achievement**

<table>
<thead>
<tr>
<th>Level</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>VHA</td>
<td>The candidate must achieve a Standard $A$ in any two macroskills and no less than a Standard $B$ in the remaining macroskills.</td>
</tr>
<tr>
<td>HA</td>
<td>The candidate must achieve a Standard $B$ in any two macroskills and no less than a Standard $C$ in the remaining macroskill.</td>
</tr>
<tr>
<td>SA</td>
<td>The candidate must achieve a Standard $C$ in any three macroskills and no less than a Standard $D$ in the remaining macroskill.</td>
</tr>
<tr>
<td>LA</td>
<td>The candidate must achieve a Standard $D$ in any three macroskills and a Standard $E$ in the remaining macroskill.</td>
</tr>
<tr>
<td>VLA</td>
<td>The candidate must achieve a Standard $E$ in at least two macroskills.</td>
</tr>
</tbody>
</table>

**Note:** As judgments of achievement in Authority subjects are made by matching the evidence provided by candidates’ responses to examination questions with the standards descriptors outlined in the syllabus, a standard can only be awarded where evidence has been demonstrated.

In the absence of evidence for a macroskill*, e.g. non-submission of candidate responses, or where a candidate has not sat a part of the external examination, no result can be recorded for that part of the examination. A level of achievement can only be determined if the candidate is awarded a standard in each of the four macroskills. (See Section 8.1.1.)

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* This does not include situations where special consideration provisions are applied. These provisions are detailed in the annual Senior External Examination Handbook.
9. Resources

9.1 QSA website

The QSA website provides essential resources for all candidates for the Senior External Examination. The website address is www.qsa.qld.edu.au/

The following information is available (current at time of first printing in 2007):

**Senior External Examination Handbook**

The handbook gives information about:
- how to nominate to sit the examinations
- teaching centres that provide tuition for the subjects
- examination timetable
- important dates relating to the Senior External Examination.

**Subject resources**

The syllabus and examination papers for the previous three years are available.

**Notices to candidates**

Information is provided by chief examiners to help candidates prepare for the examination.

**Notices to teaching centres**

Information is provided by chief examiners to help tutors and candidates prepare for the examination.

9.2 Dictionaries


9.3 Multimedia

**Tapes, videos, computer programs**

*Chinese Plays for the Classroom* (kit with book, audio & video) 1993, ISQ, PO Box 957, Spring Hill, Qld 4004, phone: (07) 3228 1515, email: reception@aisq.qld.edu.au


*Fun with Chinese* 1994, (IBM PC), Micro-works, IBS Infotech.


*Nihao Games*, Chinasoft Publishing, , 2 Benson Street, Toowong, PO Box 845 Toowong 4066. Phone (07) 3371 7436. Fax (07) 3371 6711.

*Not One Less*, Zhang, Y. 2000, Beauty Culture Communication, Guangzhou.


- *Easy Chinese* (IBM PC), IBS Infotech
- *Structure of Chinese Characters* (IBM PC), IBS Infotech
- *Chinese Poems* (IBM PC), IBS Infotech.


- Travel and Entertainment
- Introductions and Greetings
- Shopping and Eating.

*The Road Home*, Zhang, Y. 2000, Beauty Culture Communication, Guangzhou.


*World Talk Chinese*, CD-ROM, CIS Heinemann, 22 Salmon Street, Port Melbourne, Vic. 3207.

*Zou Ba* (video), University of Canberra, Canberra.
9.4 Texts

100 Chinese Jokes through the Ages, Lu, Yunzhong 1992, Commercial Press, Hong Kong.

100 Chinese Myths and Fantasies, Ding Wangdo 1988, Commercial Press, Hong Kong.


As the Dragon Stirs: A photographic record of social changes on the Chinese mainland, Duan, Liancheng 1990, New Horizon Press.


Chinese Readers for Senior Candidates, Queensland LOTE Centre, Montague Road, West End 4101, phone: (07) 3360 7500, fax: (07) 3360 7599.


Easy Chinese Phrasebook and Dictionary, Tung, W. 1993, Passbooks, USA.

Essays and Activities: Integrating Chinese culture into the Chinese language classroom, Smith, D. & Rae, D. 1994, Key Centre, Griffith University, Brisbane.


Let’s Play Games in Chinese, Yao, Taochung 1989, National Textbook Company, Chicago.
My Mother Tongue, Ha, Wei and Xu, Jixing, 2005, Thomson and Nelson, South Melbourne.

Ni Hao series, a basic course for beginning students of Chinese, Chinasoft Publishing, 2 Benson Street, Toowong, PO Box 845 Toowong 4066, phone (07) 3371 7436, fax (07) 3371 6711:


Resource Folio for Senior Secondary Chinese, Chan, P. et al. 1997, ISQ, PO Box 957, Spring Hill, Queensland 4004, phone (07) 3228 1515, email reception@aisq.qld.edu.au


9.5 Useful contacts

Australia China Friendship Society Book Store, 161 Wickham Street, PO Box 1520, Fortitude Valley, Qld 4006. Phone: (07) 3852 1651.

Chinasoft Publishing, 2 Benson Street, Toowong PO Box 845 Toowong 4066, phone (07) 3371 7436, fax (07) 3371 6711.

The Consulate of the People’s Republic of China to Brisbane, Level 9, 79 Adelaide St., Brisbane, Qld. 400 PO Box 12126, George St, Brisbane Qld 4003, Phone (07) 3210 6509 Ext 206. Fax: (07) 3012 8096, www:Brisbane.chineseconsulate.org

The Chinese Embassy, 15 Coronative Drive, Yarralumla, Canberra, ACT, 2600, phone (02) 6273 4780, fax (02) 6273 4878, email: chinaemb_aq@mfa.gov.cn, website: au.china-embassy.org/eng/

China Books, 2nd Floor, 234 Swanston St, Melbourne, Vic 3000, phone: (03) 9663 8822, fax: (03) 9663 8821, email: ubfi@chinabooks.com.au.

Queensland LOTE Centre, Montague Road, West End 4101, phone: (07) 3360 7500, fax: (07) 3360 7599.

School of Languages and Comparative Cultural Studies, The University of Queensland, phone: (07) 3365 6311, website: www.arts.uq.edu.au/slccs, email:slccs@uq.edu.au

School of Languages and Linguistics, Griffith University. Nathan, Queensland, phone: (07) 37356754, website:www.griffith.edu.au/

9.6 Websites

*These URLs were correct at the time of printing in 2007*

Chinasoft Publishing: www.chinasoft.com.au

Classroom Video: www.classroomvideo.com.au

Dictionaries (various): Yourdictionary.com (searches various language dictionaries and translates between languages).

Marcom Projects Pty Ltd: www.marcom.com.au

MLTAQ: www.mltaq.asn.au

Queensland Chinese Language Teachers’ Association Incorporated: www.cltaq.com

Queensland LOTE Centre: www.education.qld.gov.au/curriculum/area/lote


Yahoo! China: chinese.yahoo.com/docs/info/cnbridge.html (This site has links to Yahoo! Chinese (Traditional Chinese), Yahoo! China (Simplified Chinese), Yahoo! Hong Kong and Yahoo! Taiwan.)


10. Glossary

**Attitudes**: The way the speaker or writer feels about the topic, the situation and the audience, e.g. exploring, empathetic, amused, diffident, disgusted, sad, angry, bitter.

**Authentic social context**: A context that could occur in real life between the participants and one in which the purpose of the communication is realistic.

**Authentic text**: A text that would be fully accepted by a background speaker as having been written or spoken by a background speaker for normal communication purposes.

**Background speaker**: A native speaker of a language or a person who has had extensive exposure to the language and culture.

**Coherence/coherent**: Discourse or a text which has an underlying theme or organisation.

**Cohesion/cohesive devices**: Language items that convey grammatical or word relationships between different parts of texts or within sentences. Can be through the reference system (pronouns, possessives, use of articles), through connectors (conjunctions, adverbs) and through word sets (synonyms, class).

**Communication strategies**: The ways candidates with limited command of language express meaning (e.g. by circumlocution) and attempt to keep conversation going (such as asking for clarification, meaning).

**Complex sentence**: A sentence with one or more dependent clauses in addition to the main or independent clause.

**Coordinate(d) clause/coordination**: A clause joined to another clause of the same rank. Connectors are *and*, *but*, *or*.

**Discourse**: Continuous stretch of language larger than a sentence that is a recognisable type of text; such as a joke, interview, or conversation.

**Fluency**: The ability to write or speak with ease: includes good speech production, effective communication, background-speaker-like use of pauses, rhythm, intonation, stress, rate of speech and use of interruptions and interjections.

**Genre**: A conventional or characteristic type of spoken or written text; such as face-to-face conversation, TV news bulletin, short story, newspaper editorial, personal letter, poster.

**Gist**: Substance or essence of a matter.

**Intention**: The speaker or writer’s purpose; such as to inform, amuse, (re)establish cordial relationships, admonish, shock or embarrass into action.

**Linguistic features (cues)**: Parts of the language system; such as phonemes (sounds), words, phrases, sentences, utterances, discourse.

**Metacognitive strategies**: Strategies involving thinking about the learning process, planning for learning, monitoring the learning task and evaluating how well one has learned or used language.

**Morpheme**: Any of the meaningful elements in a language, not further divisible into smaller meaningful elements.
Pause fillers: Expressions to fill gaps in conversation (such as *er, ummm*); routines to keep conversation going, which can be questions to show interest, or feedback such as *Did you? Really?*, and sympathetic noises such as *aah* and *ooh*.

Predictable text: A text from which meaning is relatively easy to extract because of the candidate’s familiarity with the ideas expressed in the text, whether from Chinese studies, other formal studies, or general knowledge. Actual texts are new to the candidate.

Productive (composing) mode: Mode that involves the skills of speaking and writing.

Receptive (comprehending) mode: Mode that involves the skills of listening and reading.

Register: Varieties of language defined according to the characteristics of the context in which the language is used. This includes the situation, which may refer to the subject matter of the variety (such as science or advertising); mode (whether speech or writing); manner (the social relations between the participants as shown by variations in formality).

Spontaneous language: Spontaneous language refers to the use of language that has not been deliberately prepared in advance and in which unrehearsed utterances are used. A talk that is prepared in advance with or without notes or memorisation is not spontaneous, but unrehearsed discussion with the audience at the end is spontaneous.

Structure/syntactic structure: Arrangement of words and morphemes into larger units (such as phrases, clauses, sentences).

Subtlety: The quality of having mental sharpness, penetration or discernment.

Summarise: State briefly the main facts.

Syntax: Ways words combine to form sentences or the rules that govern the formation of sentences.

Tone: The emotional overlay and/or intent in a text (such as angry tone in a letter to editor with intent to criticise and confront).
Appendix:
Chinese punctuation

Rules and conventions of writing

Special emphasis should be given to the following punctuation marks that are either not found in, or differ considerably from English usage:

- 句号 jùhào (full-stop or period) is a small circle. It takes up one character space and is placed at the end of a sentence on the bottom line close to the last character (对了。)
- 顿号 dùnhào (pause mark) takes up one character space and is used to set off items in a series (他买了一支笔、一本书、一张画儿。)
- 省略号 shěngluèhào (ellipsis) is made up of six dots and takes up two character spaces. It indicates an omission, or the unfinished portion of a statement (请问, ……)
  Twelve dots spread over four character spaces are used to indicate the omission of a complete paragraph or segment of text.
- 书名号 shūmínghào (title marks) are punctuation marks used to enclose the name of a book, article, newspaper, magazine, document, play, song etc.《黄土地》
- 间隔号 jiāng'géhào (separation mark) is a dot placed in the middle of a character space to indicate a break in a foreign or non-Han name, e.g. between the given name and the surname (阿伦·史密斯)

A punctuation mark should never be placed at the beginning of a line. Punctuation marks falling beyond the last space in a line are written outside and as close as practicable to that space.

A paragraph should always be indented by two character spaces.