Chinese

2008

To be used for the first time with Year 11 students in 2009
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1. Rationale


Learning additional languages widens horizons, broadens cognitive and cultural experience, develops communicative and intercultural competence and opens up new perspectives for learners, as well as for their own language and cultural practices. Learning another language extends, diversifies and enriches learners’ cognitive, social and linguistic development.

Information and communication technologies (ICTs), trade and commerce have 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. Language can be practised and used effectively in a domestic context. Cultural diversity within the borders of states is common in the modern world. Australia needs to continue its commitment to maintaining a pluralistic society where languages are valued.

Learning another language involves communicating in a way that is appropriate to the sociocultural context in which the language is used. It involves using language to comprehend and convey meaning. Learning languages contributes to and enriches students’ intellectual, educational, linguistic, personal, social and cultural development. It requires and improves intellectual discipline and systematic study habits. These habits are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

Because students need to reorganise their thinking to accommodate the structure of another language, they develop cognitive flexibility and problem-solving ability which can be applied when problems and solutions are not evident, as well as when critical thinking and creative approaches are required. As a result of students’ increased awareness of the ways in which relationships are expressed in language, they develop clear thinking and clarity of expression. Language study gives insights into the nature, purposes and styles of language and promotes a greater sensitivity to and understanding of languages in general, including English. Literacy skills acquired in another language enhance skills in one’s first language.

The study of Chinese provides opportunities for developing the key competencies in contexts that arise naturally from the content and the investigative bases of the subject*. Of the seven key competencies, the following six are relevant to Chinese:

KC1: Collecting, analysing and organising information
KC2: Communicating ideas and information
KC3: Planning and organising activities
KC4: Working with others and in teams
KC6: Solving problems
KC7: Using technology.

* Refer to Integrating the Key Competencies into the Assessment and Reporting of Student Achievement in Senior Secondary Schools in Queensland, published by QBSSS in 1997.

The key competencies are: KC1: collecting, analysing and organising information; KC2: communicating ideas and information; KC3: planning and organising activities; KC4: working with others and in teams; KC5: using mathematical ideas and techniques; KC6: solving problems; KC7: using technology.
In the course of their studies, both individually and in groups, students will be involved in communicating ideas, information, opinions, arguments and conclusions, in a variety of formats and for a variety of audiences. They will collect, analyse, organise and evaluate the quality and validity of information gained from a variety of sources and presented in a range of media and text types. In Chinese, students will plan and organise activities, both within and outside the school context. As part of their learning and classroom experiences, students will have opportunities to use and apply a range of technologies, particularly those relating to the use of computers.

**Some facts about Modern Standard Chinese**

- Modern Standard Chinese is the official language of the People’s Republic of China.
- It is based on the speech of the natives of the Beijing district, without certain distinguishing marks of the Beijing district.
- The characters to be taught are the simplified forms officially adopted by the Government of the People’s Republic of China. Students should be aware that some characters may have a more traditional form.
- Hānyù pīnyīn is the standard phonetic transcription.
- Throughout the Chinese-speaking communities, modern standard Chinese may also be known as Mandarin, Guóyǔ, Huánǎo, Zhōngwén, Zhōngguóhuà and Pǔtōnhuà.
- Modern Standard Chinese is loosely referred to as Mandarin in the Western world.

**Why study Senior Chinese?**

For Australia, the countries of the Asian region are of critical importance. They are our closest neighbours and major trading partners. They represent the cultural heritage of a growing number of Australians, and their rich traditional and contemporary cultures provide opportunities for our social, creative and intellectual development. (*National Statement for Engaging Young Australians with Asia in Australian Schools*, 2006. See Resources section for Web details.)

To enable students to engage with Asia, the ability to communicate in one or more Asian languages is seen as a necessary skill. The national policy statement also identifies the ability to interact effectively and confidently with Asian people within and outside Australia, as a goal for the end of young people’s schooling.

Chinese is a valuable language for Australians to learn.

- 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. Students have many opportunities to interact with and experience Chinese language and culture.
- China, along with other Chinese-speaking countries and regions, such as Taiwan, 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.
- China is a major trading partner with Australia.
Knowledge of Modern Standard Chinese facilitates entry into the Asia-Pacific region in areas such as business, trade, tourism and education and, when combined with other skills, may increase employment opportunities within Australia and internationally.

Governments at the international, national, state and local levels are strengthening their ties with China and other Chinese-speaking countries and areas through trade, education and cultural exchanges.

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, and knowledge of Chinese is useful when travelling in Chinese-speaking areas.

Australia is a popular destination for Chinese-speaking students. A knowledge of Chinese helps build personal, social and business relationships, which enhances intercultural understanding.

Modern Standard Chinese provides students with unique opportunities to study a character-based and tonal language, which offers them a different language experience and way of knowing and viewing the world.

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

Description of the target group

This syllabus is intended for students who wish to study Chinese as an additional language and who have studied the language at junior secondary level in Australia or in a similar environment. Students, typically, will have studied Chinese for a continuous period throughout Years 8, 9 and 10. Other students with less formal language learning experience may also be able to meet the requirements of the syllabus successfully.
2. Global aims

By studying Senior Chinese, students should:

- enhance their capacity to communicate and interact effectively within and across languages and cultures
- appreciate the interrelationship of language and culture and the importance of intercultural competence
- 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 other studies
- recognise and appreciate the cultural, linguistic and racial diversity within Australia and globally
- increase the awareness and appreciation of their own language and culture as a result of learning about an additional language and culture
- understand the role of technology in enhancing communication
- expand their post-school options and meet the growing needs of business and industry for language skills and intercultural understanding.
3. General objectives

By the conclusion of the course, students should be able to communicate in Chinese. Communication in Years 11 and 12 is receptive, involving listening and reading, as well as productive, involving speaking and writing. Receptive and productive are used in this syllabus in the sense that is similar to comprehending (listening and reading) and composing (speaking and writing) used in Key Learning Area (KLA) Years 4–10 syllabuses.

While language is experienced and developed through the macroskills — Listening, Reading, Speaking and Writing — which often occur concurrently, proficiency in each of the macroskills may not evolve at exactly the same rate. Thus, the 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.

Comprehension (receptive communication)

These objectives are expressed in terms of Listening and Reading.

Listening

By the conclusion of the course, students should:
- know and understand familiar and complex spoken language
- reason and respond to speakers’ attitudes, purposes, intentions and cultural meanings.

Reading

By the conclusion of the course, students should:
- know and understand familiar and complex written language
- reason and respond to writers’ perspectives, purposes, intentions and cultural meanings.

Conveying meaning (productive communication)

These objectives are expressed in terms of Speaking and Writing.

Speaking

By the conclusion of the course, students should:
- know and use features of the Chinese language
- create spoken language in Chinese and respond in situations relevant to their communication needs.
Writing
By the conclusion of the course, students should:
• know and use features of the Chinese language
• create written Chinese language and respond in a manner suitable for the setting, audience and text type.

Attitudes and values
By the conclusion of the course, students should:
• understand that learning a language is a continuous process through life
• willingly interact with others in Chinese
• understand that attitudes and values, their own and those of others, are embedded in culture
• develop a view of the world shaped by intercultural understanding
• understand that language and culture are interdependent.
4. Perspectives on language teaching and learning

The basic principle underlying the study of Chinese in the senior phase of learning 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 receptive and productive processes through the application of language learning to new situations.

Language competency is acquired at varying rates depends on a variety of factors including: exposure to the language, range and quality of learning experiences and continuity of studies. Language develops progressively as students endeavour to communicate with increasing precision and detail. Their language becomes more complex in form and more varied in vocabulary.

The Australian Language Levels Guidelines (Curriculum Development Centre 1988; see Resources section) states that students learn a language best when:

- they are treated as individuals with their own needs and interests
- they are provided with opportunities to participate in communicative use of the target language in a wide range of activities
- they are exposed to communicative data that are comprehensible and relevant to their own needs and interests
- they focus deliberately on various language forms, skills, and strategies in order to support the process of language acquisition
- they are exposed to sociocultural data and direct experience of the culture(s) embedded within the language that they are learning
- they become aware of the role and nature of language and of culture
- they are provided with appropriate feedback about their progress
- they are provided with opportunities to manage their own learning.

The National Statement for Languages Education in Australian Schools. National Plan for Languages Education in Australian Schools 2005–2008 (see Resources section) states that learning languages:

- enriches learners intellectually, educationally and culturally
- enables learners to communicate across cultures
- contributes to social cohesiveness through better communication and understanding
- further develops the existing linguistic and cultural resources in the community
- contributes to Australia’s strategic, economic and international development
- enhances employment and career prospects for the individual.

To communicate effectively, students 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 used to understand and use language
- develop intercultural understanding.
Sociocultural context

Knowledge of the sociocultural context is important to ensure effective communication. Members of cultural communities make individual and collective meaning of experience, and represent their understandings, values and attitudes through language.

Through exposure to authentic materials and realistic situations and, ideally, through personal contact with Chinese-speaking people, students will gain an appreciation of how speakers of Chinese engage with the world.

Linguistic aspects

To communicate effectively, students need knowledge and understanding of language features, including grammar, vocabulary and cohesive devices. Students are introduced to language structures through the study of various functions in a variety of settings.

The order in which language functions are taught will depend on the teachers’ perception of the students’ communicative needs, and on the complexity of the language structures required to express them.

Communication strategies

The communication skills that people learn in their first language are often employed when learning another language; for example, strategies for replacing an unknown word with another word or phrase that will make the meaning clear. Such strategies need to be modelled and students should be expected to use them in realistic and lifelike situations.

Intercultural understanding

Intercultural understanding refers to the ability to view the world, not from the single perspective of one’s own first language and culture, but from the multiple perspectives gained through the study of additional languages and cultures. As a result, students should be able to develop better understandings of their place in the world and that of others, which in turn contributes to social cohesiveness (National Statement for Languages Education in Australian Schools. National Plan for Languages Education in Australian Schools 2005–2008).

Intercultural language learning requires that students adopt an inquiring state of mind, notice and question assumptions and reorient themselves in relation to others. Language cannot be separated from its social and cultural contexts; it involves the integration of language, culture and learning and helps learners to know and understand the world around them, and to understand commonality and difference, global connections and patterns.

A course of study should enable students to engage in various intercultural contexts. The cultural aspects of learning should encompass the variety of people and lifestyles within a culture. Students should be aware of the differences that exist within cultures as well as the common features that permeate them. They should also realise that stereotypes may not reflect reality.
5. Macroskills

Language learning focuses on the use of the four macroskills. They are developed both independently (speaking is developed by speaking, reading by reading etc) and interdependently (one skill supports development in others). The greatest transfer of learning is from comprehension, involving listening and reading, to conveying meaning, involving speaking and writing.

A broadly concurrent approach should be adopted. At times one skill might be highlighted and developed, but in general, and over the length of the course, all the skills should be treated equally.

Students should be encouraged to use Chinese text types and modes of communication, reflecting Chinese culture. This includes the use of various forms of technology for communicative purposes.

A variety of tasks, which include inquiry and/or problem-solving, promotes the progressive development of the four macroskills.

5.1 Listening

Listening involves comprehending meaning in a range of situations and text types.

Students should be encouraged to develop strategies that are appropriate for the task. This may include the use of analysis and inductive reasoning to assist in comprehension or listening for gist or specific details. Students should be able to actively take part in conversation.

Students should be guided gradually to think beyond the meaning of the immediate phrase or sentence and process sections of texts; they should consider cultural aspects of the communication, the speaker’s attitude to the topic, the situation or context, and the audience. Meaning may be enhanced by tone of voice, gesture or other visual means.

Students should be exposed to a range of Chinese speakers (male and female, young and old). The speed of utterances should be gradually increased and the predictability of meaning reduced.

In one-to-one situations and in groups, students should be able to follow, respond appropriately, and interact effectively with a background speaker or speakers.

5.2 Reading

Reading involves comprehending meaning in a range of situations and text types.

Students should be encouraged to develop strategies that are appropriate for the task. This may include the use of analysis and inductive reasoning to help comprehension or reading for gist or specific details.

Students should be guided to consider the meaning of the immediate word, phrase or sentence in the context of the entire text; they should consider cultural aspects of the communication, the writer’s attitude to the topic, the situation or context, and the audience. Meaning may be enhanced by visual means or other specific Chinese conventions.

Students should be exposed to a range of Chinese text types, with a gradual increase in the level of difficulty and reduction in the predictability of the meaning. There should be variety in hand written and printed fonts/characters. Students should be able to recognise a minimum of 700 characters.
5.3 Speaking

Speaking involves conveying meaning in a range of situations and text types. Students communicate with others to negotiate meaning and should progress from using rehearsed language to the spontaneous use of familiar language.

Students should be encouraged to express their own ideas and opinions on topics of relevance to them. The focus of speaking is successful communication, which includes the use of appropriate language features and functions, non-verbal devices and cultural practices.

The development of features such as pronunciation, stress, intonation, range of vocabulary and idiom can be assisted by exposure to good models. Taking acceptable risks in speaking is part of the learning process. As a result, students’ confidence and control over their use of language may increase.

5.4 Writing

Writing involves conveying meaning in a range of situations and text types. Students write to express information, ideas and opinions on topics of relevance to them. They should consider the audience and adopt a suitable style and tone.

They should be exposed to various Chinese written conventions and be provided with opportunities to practise realistic written text types such as forms, letters, reports, articles, emails, notes, stories and cartoons. Writing tasks involve the flexible and original use of familiar language.

Practising grammatical structures in meaningful communicative contexts and in exercises that manipulate structures is necessary to develop proficiency.

By the end of the course, students should be able to write a minimum of 500 different simplified characters. They are expected in some contexts to write connected passages of approximately 300 characters in length. The use of hànyǔ pīnyīn is discouraged. The nature of the task should determine appropriate length for any particular piece of writing. Such tasks should also allow the student to demonstrate the development of a range of ideas using a variety of structures.

Students should be expected to write all characters in a recognisable simplified form in shape and proportion. Students should be given 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 and refers to the romanisation of the Chinese language. Tone marks are an integral part of hànyǔ 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 useful for students of Chinese in the following areas:

- identifying the sounds of the Chinese language
- as an aid to pronunciation in conjunction with Chinese characters
- consulting dictionaries, lists or indexes compiled alphabetically
- as a teaching aid, in the explanation of grammatical points
- as an input method in Chinese word-processing programs.

Students should also be encouraged to use correct punctuation (see Appendix 4).
6. Course organisation

6.1 Time allocation

The minimum number of hours of timetabled school time, including assessment, for a course of study developed from this syllabus is 55 hours per semester. A course of study will usually be completed over two years (220 hours).

6.2 Course requirements

The course of study is to be developed around the following elements:

- cultural context
- settings
- themes and topics
- language functions
- language features
- text types.

The course of study provides students with opportunities to develop sufficient competency in Chinese to use it in a variety of ways to achieve the communicative objectives.

Communication takes place in a cultural context that is dependent on specific cultural activities and text types. Within this 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 (i.e. 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. Learners should view the world from multiple perspectives gained through study of second and subsequent languages and cultures. Aspects of Chinese history, geography, literature, arts and especially characteristics of the everyday life of the Chinese-speaking peoples should be integrated into the themes and topics selected for language learning. In this way, students should develop a cultural understanding of the Chinese-speaking peoples, and, through this, develop an empathetic attitude to the world around them, and to commonality and difference.

6.2.2 Settings

Language use in a situation or social context involves a setting and one or more topics. As far as possible, settings and situations should be related to the students’ 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 (for example, face-to-face, telephone conversation, letter, electronic communication, or print) must also be considered.
Settings can be defined as the location and circumstances for purposeful language use, for example a railway station at rush hour.

It is important that the settings chosen stimulate student interest in language learning and provide authentic opportunities for language use. These include:

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

### 6.2.3 Themes and topics

In identifying language content for the course of study, teachers should use the following four themes to establish topics through which students will experience and use the language:

- family and community
- leisure, recreation and human creativity
- school and post-school options
- social issues.

All themes must be covered during the course, with at least one topic within each theme being studied in depth; 4–6 weeks. Themes may be studied in any order.

Topics should be chosen for reasons of interest, enjoyment and relevance rather than for their specific contribution to linguistic progression. Sequencing of topics should be coherent to ensure linguistic consolidation is achieved.

**Table 1: Themes and suggested topics**

[See next page.]
Table 1: Themes and suggested topics

<table>
<thead>
<tr>
<th>Theme 1</th>
<th>Family and community</th>
</tr>
</thead>
</table>
| **Topics** | • personal description, personality, relationships, health care, fitness  
| | • family life, home, domestic routines  
| | • festivals, celebrations and special occasions  
| | • customs and appropriate ways of behaving  
| | • services — shopping, banking, transport and travel, post, telephone, health, police, government |

<table>
<thead>
<tr>
<th>Theme 2</th>
<th>Leisure, recreation and human creativity</th>
</tr>
</thead>
</table>
| **Topics** | • sport, hobbies, interests  
| | • radio, TV, films, newspapers, magazines, advertising  
| | • music, art, poetry, short stories, extracts from plays and novels  
| | • holiday planning and itineraries, tourist offices  
| | • accommodation — hotels, hostels, campsites  
| | • geography, climate, landscapes, cityscapes  
| | • history — people and events  
| | • science — inventions, medicine, space exploration  
| | • information technology — DVDs, internet, emails, mobile phones/PDAs and other digital media |

<table>
<thead>
<tr>
<th>Theme 3</th>
<th>School and post-school options</th>
</tr>
</thead>
</table>
| **Topics** | • school  
| | • student exchanges, school visits  
| | • future plans  
| | • further study  
| | • tourism and hospitality  
| | • part-time work and work experience  
| | • business and industry  
| | • other professions and occupations |

<table>
<thead>
<tr>
<th>Theme 4</th>
<th>Social issues</th>
</tr>
</thead>
</table>
| **Topics** | • current affairs  
| | • environment  
| | • health  
| | • adolescence  
| | • government  
| | • consumerism, advertising  
| | • world peace and aid  
| | • prejudice, discrimination, stereotyping, equity  
| | • unemployment  
| | • roles in society  
| | • the family unit  
| | • values, ethics |

Notes

1. Teachers have the flexibility to use these topics as the focus of discussion or to prepare students for direct experience in these areas.

2. Teachers may select topics not specified in the table above.
6.2.4 Language functions

Language functions are purposes for which language is used. The functions that students should be able to use by the end of the course are listed below in four groups.

The order in which functions are treated will depend on the teachers’ perception of the students’ communicative needs, and on the complexity of the language structures required to express them. In general, teachers should emphasise high frequency forms of the language. No rigid progression is recommended.

Functions can be developed to differing extents. Some may be achieved through set expressions and others are more open ended. Many functions will be revisited in the teaching program and at increasing levels of complexity. The order of the functions listed below does not indicate any suggested progression or degree of emphasis.

The Chinese exemplars given on the following pages are not the only way of expressing each function and teachers may use other appropriate structures. 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.

Socialising

a) using different modes of address
赵老师  杨大夫  师傅  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？
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...... 他对人...... 他很爱......
    .....工作......（e.g.他这个人工作很努力。）
    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......借去了。
  .....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.他以后/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）
CHINESE SENIOR SYLLABUS

continuation

已经......了 ......了。 (e.g. 我已经写了三封信了。)
......着 ......下去 (e.g. 请你说下去。)

at the same time

站着吃饭 又......又...... 一边......一边......

sequence

......了 ......就 ...... (e.g. 买了东西就去。)
......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） ¼（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？
......面积有 ...... 平方公里。 ...... 有多重？
......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) by comparing

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

c) expressing ability/ability

看得完/看不完 能看完 带不了

b) asking and explaining

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

---

Chinese Senior Syllabus
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。 我可以帮你的忙吗？
  把......，好吗？ （把电视关上，好吗？）
  我来......吧。

c) warning

  小心点儿！ 快......，要不......

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？
  他家住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 Language features

To express meaning in connected text, the structural components or language features of language systems (written, spoken/signed, visual, nonverbal and auditory) are used. In both spoken and written language these include grammar, vocabulary and cohesive devices. In addition, features of spoken language encompass intonation (patterns of stress, pitch and rhythm), pronunciation and the use of appropriate pause fillers; features of written language encompass paragraphing and punctuation.

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. Students should become familiar with the grammar outlined in this section, through the study of various functions, in a
variety of settings. Students internalise grammar more efficiently through the communicative use of language structures. Language structures need to be reinforced at regular intervals.

The **vocabulary** used will be determined by the settings, functions and topics selected for study.

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

- specific language features, for example:
  - pronouns, possessive adjectives, definite and indefinite articles
  - conjunctions and adverbs
  - synonyms, antonyms and homonyms
  - word chains (e.g. synonyms, antonyms, repetition)
  - word sets (e.g. classes and subclasses of words)
- the organisation of the information in a conventional way depending on the text type, for example:
  - a news article usually starts with the main newsworthy information, followed by background information
  - a narrative usually follows the structure of background, complication and resolution
  - a casual conversation consists of taking turns.

### 6.2.6 Mandatory requirements in linguistic elements by the end of Year 12

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

The examples given are suggestions only.

1. **Phonology**
   - tones: four tones, neutral tone
   - tone changes: two or more 3rd tones in sequence, e.g. 不; 一
   - pronunciation
   - intonation

2. **Morphology and syntax**

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

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

   - **Pronouns**
     - personal, e.g. 我; 咱们; 人家; 自己
     - demonstrative, e.g. 这; 那; 每; 另（外）
     - interrogative, e.g. 谁; 什么; 怎么; 怎么样
     - interrogative, of general notation (indefinite use), e.g. 谁都可以去。
Numerical expressions
- cardinal numbers, e.g. 0 to 1,000,000,000
- ordinal numbers, e.g. 第一
- approximation, e.g. 二十几; 四百多; 三百左右
- fractions, e.g. 四分之三
- date: 年; 月; 日（号）; 星期
- time: clock time, e.g. 三点钟（半/刻）
- telephone numbers
- price, e.g. 六十块（元/毛/角/分）
- form of address, e.g. 三姨; 二哥

Measure words
- with nouns, e.g. 一个人; 两张桌子; 一些苹果
- with verbs, e.g. 两次; 四遍; 我去了五趟。
- reduplication, e.g. 个个; 本本; 天天; 年年

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

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

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

Attributes
- numeral–measure word, e.g. 两只狗
- demonstrative pronoun, e.g. 这本书
- noun + 的, e.g. 朋友的车
- pronoun + 的, e.g. 她的笔
- subject–predicate construction, e.g. 他写的信
- verb + 的, e.g. 今天来的同学
- verbal construction + 的, e.g. 跟你跳舞的女孩子
- disyllabic adjective + 的, e.g. 漂亮的衣服
- adjective construction + 的, e.g. 很好的朋友
**Adverbs**
- 也；都；很；太；一共；（正）在；还 (in addition to; besides); 不；没有
- 还 (existence, continuation of action, still), e.g. 还早呢。
- 还 (emphatic), e.g. 你还不快点儿！
- 才；刚；更；比较；最
- 就 (sooner, quicker, earlier), e.g. 今天我就想去。
- 就 (then), e.g. 他吃了就看电视。
- 就 (emphatic), e.g. 就要这些。
- 少；已经
- 又 (again), e.g. 你又忘记了！
- 又 (in addition), e.g. 我吃了面包，又吃了一块蛋糕。
- 再 (again), e.g. 明天再来吧！
- 再 (indicating action takes place after another action), e.g. 先吃饭再去。

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

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

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

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

**interrogative: 吗; 呢; 吧 (confirmation)**

**Conjunctions**
- 和; 还是; 或者; 可是

**Exclamations**
- 哎哟; 喂

**Sentence types**
- verb–predicate sentence
  - 是; e.g. 这是我爸爸。
  - 是 + 的 construction, e.g. 这是你的。
  - with verbal predicate, e.g. 我学汉语。
  - with predicate verb taking two objects, e.g. 她教我们汉语。
  - with verbal expressions in series, e.g. 他去买东西。
  - existential, e.g. 前面是图书馆。房间里有人。
  - pivotal, e.g. 我请他写。他让我买。有人在家。
  - subject–object predicate sentence as object, e.g. 他知道你来。
  - sub-predicate construction as predicate, e.g. 他工作怎么样?
  - notional passive, e.g. 药吃完了。
  - passive, e.g. 让，叫，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. 你是不是中国人?
- 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. 她是不是中国人还是日本人？
- elliptical with 吧, 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 比; with 跟......一样；
  - 他说得有你（那么/这么）流利吗？我跑得没有他快。
  - with 象......一样

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

3. Formulae

• 三，e.g. 您贵姓？慢走。我外语学院。

4. Style

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

5. Nonverbal communication, e.g. gestures, facial expressions.
Mandatory character list

By the end of Year 12, students should be able to recognise a minimum of 700 simplified characters, and to write at least 500 of these characters. The following list of 400 characters must be taught for both recognition and reproduction. Other simplified characters should be selected according to the topics chosen for study.

这那哪儿没有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一二三四五六七八九十百千万亿两块毛分钱店年月日号码星期天今明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大利亚爸妈父母亲戚哥兄弟姐妹叔姨祖家客朋友老同学男女大小高初短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
6.2.7  **Text types**

Literacy has in the past been centred on language, but it goes beyond print language and incorporates the multiple modes of meaning found in new information and communication technologies. The term “multiliteracies” describes what constitutes literacy in today's world. Multiliteracies refers to the “multiplicity of communication channels and mass media, as well as cultural and linguistic diversity”. (*Multiliteracies: Literacy Learning and the Design of Social Futures*, Cope, B and Kalantzis, M, eds, Routledge, London, 2000.)

When we focus on multiliteracies, we keep in mind the importance of cultural contexts in what we are seeing, viewing, hearing and interpreting. We ask questions and listen to different points of view around the kinds of “social futures” we envisage for ourselves in our community and in our world.

Students are expected to encounter and manipulate a range of text types in their learning and assessment program. The examples in the following table indicate the range through which students convey meaning and comprehend.

**Table 2: Text types**

<table>
<thead>
<tr>
<th>Categories</th>
<th>Text types</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literary texts</strong> — contemporary and traditional literary texts that use language in aesthetic, imaginative and engaging ways to express and reinforce cultural identity and to reflect.</td>
<td>novels, short stories, popular culture texts, memoirs, fables, folk tales, lyric, narrative and dramatic poetry</td>
</tr>
<tr>
<td>• narrative</td>
<td>role plays, scripted and performed drama, television and film scripts, radio plays, song lyrics</td>
</tr>
<tr>
<td>• non-narrative</td>
<td></td>
</tr>
<tr>
<td><strong>Non-literary texts</strong> — contemporary, traditional and everyday texts that use language in precise and accurate ways to:</td>
<td></td>
</tr>
<tr>
<td>• transact and negotiate relationships</td>
<td>invitations, personal letters, conversations, discussions, scripts of interviews</td>
</tr>
<tr>
<td>• transact and negotiate goods and services</td>
<td>business/formal letters, messages, advertisements</td>
</tr>
<tr>
<td>• report on things, events and issues</td>
<td>biographies, reports, observations, descriptions, commentaries, documentaries, summaries, reviews, radio/television news features, news and information reports, magazine and newspaper articles, newscasts, commercials, emails</td>
</tr>
<tr>
<td>• give directions</td>
<td>instructions, directions</td>
</tr>
<tr>
<td>• explain, analyse, argue and persuade</td>
<td>webcasts, webpages, internet articles, audio podcasts</td>
</tr>
<tr>
<td></td>
<td>radio/television programs</td>
</tr>
<tr>
<td></td>
<td>arguments, explanations, scripts of persuasive and formal speeches, analytical expositions, debates</td>
</tr>
<tr>
<td></td>
<td>documentaries, magazine and newspaper articles, feature articles, editorials, letters to the editor, advertisements</td>
</tr>
<tr>
<td></td>
<td>journals, essays, personal letters, autobiographies, memoirs, personal diary or journal entries</td>
</tr>
</tbody>
</table>
6.3 Composite classes

In some schools, it may be necessary to combine students into a composite Year 11 and 12 class. This syllabus provides teachers with an opportunity to develop a course of study that caters for a variety of circumstances such as combined Year 11 and 12 classes, combined campuses, or modes of delivery involving periods of student-directed study.

The multilevel nature of such classes may prove advantageous to the teaching and learning process because:

- it provides opportunities for peer teaching
- it allows teachers to maximise the flexibility of the syllabus
- it provides opportunities for a mix of multilevel group work, and for independent work on appropriate occasions
- learning experiences and assessment can be structured to allow Year 11 and Year 12 students to consider the key concepts and ideas at the level appropriate to the needs of students within each year level.

The following guidelines may prove helpful in designing a course of study for a composite class:

- The course of study could be written in a Year A/Year B format, if the school intends to teach the same topic to both cohorts.
- Place a topic at the beginning of each year that will allow new Year 11 students easy entry into the course.
- Learning experiences and assessment items need to cater for both year levels throughout the course. Even though tasks may be similar for both year levels, it is recommended that more extended and/or complex tasks be used with Year 12 students.

6.4 Work program requirements

A work program is the school’s plan of how the course will be delivered and assessed based on the school’s interpretation of the syllabus. It allows for the special characteristics of the individual school and its students.

The school’s work program must meet all syllabus requirements and must demonstrate that there will be sufficient scope and depth of student learning to meet the general objectives and the exit standards.

The requirements for work program approval can be accessed on the Queensland Studies Authority’s website, <www.qsa.qld.edu.au>. This information should be consulted before writing a work program. Updates of the requirements for work program approval may occur periodically.
7. Learning experiences

Students will engage in a variety of learning experiences using Chinese. These should be student-centred, valid and relevant to the needs and interests of the learners. Students develop understanding and control of language by using spoken or written language in purposeful ways and in a range of authentic contexts.

7.1 Learning strategies

A range of learning strategies should be used to assist students to further their language development through reflecting on the learning processes. Students should be encouraged to take responsibility for their own learning. Examples of such strategies are given below.

7.1.1 Metacognitive

Metacognition as a concept is the awareness and understanding of oneself as a thinker and involves thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned or used language.

Strategies include:

Planning
- previewing the organising concept or principle or anticipated learning task — advance organiser
- proposing strategies for handling an upcoming task
- generating a plan for the parts, sequence, main ideas or language functions to be used in handling a task

Directed attention
- deciding in advance to attend in general to a learning task and to ignore irrelevant distractors
- maintaining attention during task execution

Selective attention
- deciding in advance to attend to specific aspects of language input or situational details that assist in the performance of a task
- attending to specific aspects of language input during task execution

Self-management
- understanding the conditions that help one successfully accomplish language tasks and arranging for the presence of those conditions
- controlling one’s language performance to maximise use of what is already known

Self-monitoring
- checking, verifying or correcting one’s comprehension or performance in the course of a language task including:
  - comprehension monitoring: checking, verifying or correcting one’s understanding
  - production monitoring: checking, verifying or correcting one’s language production
  - auditory monitoring: using one’s “ear” for the language (how something sounds) to make decisions
visual monitoring: using one’s “eye” for the language (how something looks) to make decisions
− style monitoring: checking, verifying or correcting based upon an internal stylistic register
− strategy monitoring: tracking use of how well a strategy is working
− plan monitoring: tracking how well a plan is working
− double check monitoring: tracking across the task previously undertaken acts or possibilities considered

**Problem identification**
- explicitly identifying the central point needing resolution in a task, or identifying an aspect of the task that hinders its successful completion

**Self-evaluation**
- checking the outcomes of one’s own language performance against an internal measure of completeness and accuracy including:
  - checking one’s language repertoire, strategy use or ability to perform the task at hand
  - production evaluation: checking one’s work when the task is finished
  - performance evaluation: judging one’s overall execution of the task
  - ability evaluation: judging one’s ability to perform the task
  - strategy evaluation: judging one’s strategy use when the task is completed
  - language repertoire evaluation: judging how much one knows of the target language, at the word, phrase, sentence or concept level.

### 7.1.2 Cognitive

Cognition refers to the processing of information and application of knowledge.

Strategies that involve interacting with the material to be learned, manipulating the language mentally or physically, or applying a specific technique to a learning task include:

**Repetition**
- repeating a chunk of language (a word or phrase) in the course of performing a language task

**Resourcing**
- using available reference sources of information about the target language, including dictionaries, texts and prior work

**Grouping**
- ordering, classifying or labelling material used in a language task based on common attributes
- recalling information based upon grouping previously done

**Note-taking**
- writing down key words and concepts in abbreviated verbal, graphic or numerical form to assist performance of a language task

**Deduction/induction**
- consciously applying learned or developed rules to produce or understand the target language

**Substitution**
- selecting alternative approaches, revised plans or different words or phrases to accomplish a language task

**Elaboration**
- relating new information to prior knowledge
- relating different parts of new information to each other
• making meaningful personal associations to information presented including:
  – personal elaboration: making judgments about or reacting personally to the material presented
  – world elaboration: using knowledge gained from experiences in the world
  – academic elaboration: using knowledge gained in academic situations
  – between parts elaboration: relating parts of the task to each other
  – questioning elaboration: using a combination of questions and world knowledge to brainstorm logical solutions to a task
  – self-evaluative elaboration: judging self in relation to materials
  – creative elaboration: making up a story line or adopting a clever perspective
  – imagery: using mental or actual pictures or visuals to represent information, coded as a separate category, but viewed as a form of elaboration

**Summarisation**
• making mental or written summary of language and information presented in a task

**Translation**
• rendering ideas from one language to another in a relatively verbatim manner

**Transfer**
• using previously acquired linguistic knowledge to facilitate a language task

**Inferencing**
• using available information to:
  – guess the meanings or usage of unfamiliar language items associated with a language task
  – predict outcomes
  – fill in missing information.

### 7.1.3 Social/affective

Strategies that involve interacting with another person to assist learning or using affective control to assist a learning task include:

**Questioning**
• asking for explanation, verification, rephrasing examples about the material
• asking for clarification or verification about the task
• posing questions to self
• self-reinforcement.


### 7.2 Range of learning experiences

A range of learning experiences across the four macroskills should be employed to develop students’ skills in using Chinese in realistic situations. These learning experiences may be organised in relation to the macroskills, learning processes, technology and/or units of work. Examples are listed under the categories of:

• general activities in the four macroskills (7.2.1)
• activities using a particular learning process (7.2.2)
• activities focused on the use of technology (7.2.3)
• a series of activities for particular units of work (7.2.4).
7.2.1 General activities in the four macroskills

Here are examples of language activities or learning experiences appropriate to Chinese.

*Primarily for listening and speaking*
- listening to radio broadcasts and audio podcasts
- viewing and listening to television programs and webcasts
- listening to public announcements
- conducting and/or answering an opinion poll or survey
- role-playing in specific settings
- talking on the telephone
- listening to an answering machine
- giving an oral report, speech or multimedia presentation
- commenting on photos or videos
- giving instructions and explanations to others
- holding a debate or participating in a discussion
- listening to and speaking with a background speaker
- listening to songs, poems and jokes

*Primarily for reading and writing*
- reading and writing letters, postcards and notes
- reading and writing advertisements and instructions
- reading and writing pamphlets and brochures
- reading and writing magazine articles and advice columns
- reading news reports and articles from a range of media
- reading cartoons, short stories, poems, song lyrics
- filling out official forms and questionnaires
- accessing information in dictionaries
- reading timetables, graphs and statistics
- writing a diary, journal or weblog
- composing an email or SMS/text message
- reading and responding to a discussion board
- participating in chat rooms/MSN Messenger and forums.

7.2.2 Activities using a particular learning process

The Languages inquiry process is a way of thinking and problem solving that positions intercultural understanding at the centre of student learning. In the process, the student analyses a collection of texts to identify a focus for the inquiry. Information would need to be reorganised and evaluated to reach a decision or propose a strategy.

As part of this, the student would reflect upon:
- values that underpin texts
- personal values and beliefs
- community values.
In this way, intercultural understanding, the ability to know and view the world from multiple perspectives, would be integral to the inquiry process and be evident in the decisions made and the strategies proposed.

Learning by inquiry facilitates a much deeper engagement by students with the language they study. The inquiry process asks the student to investigate information and issues presented in a variety of modes and text types in Chinese. The student does not just translate texts, but engages with them by:

- collecting and organising information
- analysing and evaluating information
- establishing the purpose of texts and the intention of the authors.

Inquiry learning in Chinese is facilitated by creating authentic scenarios so that students may make decisions about and propose solutions and new approaches to issues, situations and problems. The teacher may specify the topic and the purpose of the inquiry but the student should conduct the process and direct their own learning.

The process of inquiry allows for time to consider and reflect on the issues as well as the way in which learning has occurred. This leads to deeper understandings about communication and metacognitive processes.

The following table suggests a way of studying a topic using an inquiry approach. Intercultural understanding is a key component in the Languages inquiry model and allows students to focus on an issue from multiple perspectives.
Table 3: A Languages inquiry model

**Sample context for learning**

You are a student representative on a committee considering setting up an international college on the Gold Coast.

Your task is to investigate the Chinese education system and, in particular, the differences between the Chinese system and Queensland’s.

Use this information to develop a plan for an international college that caters for predominantly Australian and Chinese students.

Use evidence from the data to justify your plan.

<table>
<thead>
<tr>
<th>The inquiry process</th>
<th>Questions to guide the inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and analyse</td>
<td>Identify sources of information and collect texts relevant to an issue or problem.</td>
</tr>
<tr>
<td></td>
<td>Analyse the texts to select data relevant to the inquiry.</td>
</tr>
<tr>
<td></td>
<td>Identify cultural perspectives that influence texts and the issue.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Evaluate strategies that may resolve the issue or solve the problem.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Create</td>
<td>Create a strategy to resolve the issue or make a decision to solve the problem.</td>
</tr>
<tr>
<td></td>
<td>Analyse the effectiveness of the strategy.</td>
</tr>
<tr>
<td></td>
<td>Reorganise and re-present information in order to support the strategy and its analysis.</td>
</tr>
</tbody>
</table>

The inquiry process is iterative; information, assumptions, values, attitudes and processes are revisited, challenged, reconsidered and re-examined at any stage of the inquiry.
7.2.3  Activities focused on the use of technology

Various technologies are used in everyday communication and need to play a part in language learning. Technologies can be used to provide valuable learning experiences for students and to allow them to engage with the wider world in Chinese.

Suggested use of technologies

- writing and receiving emails
- sending e-cards
- word-processing reports
- recording and listening to audio podcasts
- viewing and listening to information via the internet
- participating in discussion forums
- engaging in synchronous chats
- using mobile phones
- desktop publishing of posters, invitations
- viewing DVDs
- accessing on-line resources
- using electronic dictionaries, translators and calculators
- designing a webpage or viewing websites

7.2.4  A series of activities for particular units of work

These samples, starting on the next page, involve all four macroskills incorporating various language functions, and a range of learning experiences and strategies. They provide the basis for developing a unit of work with integrated task-based activities.
**Theme** | **Family and community**
---|---
**Topic** | Health care and fitness
**Activity** | Preparing a personal fitness program

This theme engages the students in an inquiry process through the task below:

You are trying to find a fitness program that suits your needs, but you are looking for something a little different. Because of your interest in Chinese, you decide to research the Chinese approach to fitness and diet. Investigate approaches that suit your needs and evaluate their benefits. Incorporate aspects of Chinese culture that may be beneficial to your goals.

**Listening and speaking**
- talking about diets and fitness programs
- discussing personal goals and motivation
- asking for advice about health issues and exercise programs
- describing body image and suitability of diets
- interviewing people about exercise, diet and fitness programs
- listening to people giving advice and being interviewed about health issues
- watching television programs about food and cooking
- watching DVDs about exercise and fitness programs
- delivering an electronic presentation comparing and contrasting cultural attitudes to diet and exercise in Australia and China

**Reading and writing**
- reading about diets and nutritional information
- reading about Chinese attitudes to food and fitness
- writing a letter to ask about attitudes to health and exercise
- writing a questionnaire about diet and exercise
- designing an electronic presentation in which Australian and Chinese cultural attitudes to diet and exercise are compared and contrasted
- presenting a personal fitness plan

**Learning strategies**
- planning for the upcoming tasks:
  - generating plans for the tasks
  - sequencing main information to be obtained
  - deciding on language functions and vocabulary to be used
  - rehearsing language necessary to carry out the tasks, e.g. delivering an electronic presentation, preparing a questionnaire about diet and exercise
- collecting a variety of texts in Chinese relevant to the issue of diet and exercise
- analysing those texts, investigating and evaluating the diet and exercise regimes of both cultures, and developing a personal fitness program that incorporates the best aspects of the Australian and Chinese approaches
- organising the information that supports the decision made about the choice of fitness program
- presenting the decision and re-presenting information in a way that supports the strategy
Theme: Leisure, recreation and human creativity
Topic: Holiday planning
Activity: Planning a holiday in China

This activity involves small groups of students planning a trip to China. They are required to organise the itinerary to include a homestay as well as other accommodation.

Listening and speaking
- telephoning the Chinese Consulate to request assistance with plans or brochures
- viewing DVD or online travelogues about China
- discussing options and making decisions involving interaction with others
- speaking with a travel agent in Chinese about booking flights and accommodation
- communicating information to the group explaining the itinerary
- telephoning the homestay family to give important information
- presenting the finished itinerary to the class

Reading and writing
- writing letters, sending emails or faxes to the tourist office asking for brochures
- locating and collecting information from websites, maps, brochures, magazines and tourist guides on possible attractions to visit
- consulting timetables online and in print form
- estimating costs (including exchange rates)
- preparing the itinerary
- writing a detailed itinerary in Chinese
- planning a journey and compiling a weblog while on the journey
- booking accommodation using hotel websites and online booking forms
- emailing a friend or homestay family to relay plans

Learning strategies
- planning for the upcoming tasks
  - generating plans for the tasks
  - sequencing main information to be obtained
  - deciding on language functions and vocabulary to be used
  - rehearsing language necessary to carry out the tasks
- recording and noting data
- assessing and classifying the information found, including making comparisons
- interpreting relevant tables, diagrams, maps and graphs presented in tourist information
- identifying problems that hinder successful completion of any of the tasks
- checking, verifying, or correcting comprehension of materials consulted
- hypothesising on currency fluctuations
- justifying decisions on destinations
- summarising findings for oral presentation of itinerary to class
- evaluating the outcomes of the language tasks for completeness and/or accuracy before presentation to class
**Theme**  
*School and post-school options*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Part-time work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>Looking for a part-time job</td>
</tr>
</tbody>
</table>

**Listening and speaking**
- students talk about the ideal job or the job of their dreams
- talking about future careers
- telephoning for information about the job
- preparing an interview with the prospective employer
- preparing an oral description of themselves and their suitability for the job
- listening to other people being interviewed
- viewing TV programs on job prospects in China
- listening to other young people talking about their aspirations for the future
- interviewing other students on their post-school plans

**Reading and writing**
- reading CVs from the internet
- reading job descriptions and ads from the internet and newspapers
- writing a CV based on examples seen
- preparing and writing a letter of application for a job
- writing to a penpal about the student’s part-time work and their aspirations, work wise, for the future
- comparing and contrasting part-time jobs for students in Australia and in China

**Learning strategies**
- planning for the upcoming tasks:
  - generating plans for the tasks
  - sequencing main information to be obtained
  - deciding on language functions and vocabulary to be used
  - rehearsing language necessary to carry out the tasks, e.g. compiling a CV, preparing for an interview with an employer
- hypothesising on future job prospects and careers
- justifying decisions on chosen career
- evaluating their strengths and weaknesses for the job
- identifying steps required to acquire a job
- compiling a list of questions the student would need to ask at an interview
**Theme** | **Social issues**
---|---
**Topic** | Current affairs
**Activity** | Preparing a debate and a campaign on a current social issue

**Listening and speaking**
- listening to the radio and viewing TV and films to collate required information
- listening to debates on current issues
- presenting an argument on the topic
- discussing, questioning and rebutting other people’s points of view
- telephoning organisations to acquire information
- preparing and presenting a TV/radio advertisement to support a point of view
- preparing a TV/radio debate/interview with invited guests
- presenting the debate to the class

**Reading and writing**
- collecting information from the media, e.g. newspapers, magazines, the internet
- analysing and organising information required for the task/campaign
- preparing a newspaper/magazine advertisement or article to support a point of view on the social issue
- preparing a webpage on a social issue, including links to other sites
- writing a “letter to the editor”
- reading “letters to the editor”

**Learning strategies**
- planning for the upcoming tasks
  - generating plans for the tasks
  - sequencing main information to be obtained
  - deciding on language functions and vocabulary to be used
  - rehearsing language necessary to carry out the tasks, e.g. debating a topic with the class
- interpreting relevant material from the media
- note-taking in the debate to produce a simple rebuttal
- cooperating with peers
- justifying an argument or point of view
- summarising an argument for or against the issue
- criticising and evaluating other points of view.
8. Assessment

The purposes of assessment are to provide feedback to students and parents about learning that has occurred, to provide feedback to teachers about the teaching and learning processes, and to provide information on which to base judgments about how well students meet the general objectives of the course. In designing an assessment program, it is important that the assessment tasks, conditions and criteria are compatible with the general objectives and the learning experiences. Assessment then is an integral aspect of a course of study. It can be formative or summative. The distinction between formative and summative assessment lies in the purpose for which that assessment is used.

Formative assessment is used to provide feedback to students, parents, and teachers about achievement over the course of study. This enables students and teachers to identify the students’ strengths and weaknesses so students may improve their achievement and better manage their own learning. The formative techniques used should be similar to summative assessment techniques, which students will meet later in the course. This provides students with experience in responding to particular types of tasks, under appropriate conditions. So that students can prepare it may be that feedback on any early assessment tasks can be used in a formative sense also to assist students’ preparation for later assessment tasks.

Summative assessment, while also providing feedback to students, parents and teachers, provides cumulative information on which levels of achievement are determined at exit from the course of study. It follows, therefore, that it is necessary to plan the range of assessment techniques and instruments/tasks to be used, when they will be administered, and how they contribute to the determination of exit levels of achievement. Students’ achievements are matched to the standards of exit criteria, which are derived from the general objectives of the course. Thus, summative assessment provides the information for certification at the end of the course.

8.1 Underlying principles of exit assessment

The policy on exit assessment requires consideration to be given to the following principles when devising an assessment program for the two-year course of study.

- Information is gathered through a process of continuous assessment.
- Balance of assessments is a balance over the course of study and not necessarily a balance over a semester or between semesters.
- Exit achievement levels are devised from student achievement in all areas identified in the syllabus as being mandatory.
- Assessment of a student’s achievement is in the significant aspects of the course of study identified in the syllabus and the school’s work program.
- Selective updating of a student’s profile of achievement is undertaken over the course of study.
- Exit assessment is devised to provide the fullest and latest information on a student’s achievement in the course of study.

These principles are to be considered together and not individually in the development of an assessment program. Exit assessment must satisfy concurrently the six principles associated with it.
Continuous assessment

The major operating principle is “continuous assessment”. The process of continuous assessment provides the framework in which all the other five principles of balance, mandatory aspects of the syllabus, significant aspects of the course, selective updating, and fullest and latest information exist and operate.

This is the means by which assessment instruments are administered at suitable intervals and by which information on student achievement is collected. It involves a continuous gathering of information and the making of judgments in terms of the stated criteria and standards throughout a two-year course of study.

Decisions about levels of achievement are based on information gathered, through the process of continuous assessment, at points in the course of study appropriate to the organisation of the learning experiences. Levels of achievement must not be based on students’ responses to a single assessment task at the end of a course or instruments set at arbitrary intervals that are unrelated to the developmental course of study.

Balance

Balance of assessments is a balance over the course of study and not necessarily a balance within a semester or between semesters.

Within the two-year course for Chinese it is necessary to establish a suitable balance in the general objectives, assessment techniques and instruments/tasks, conditions and across the criteria. The exit criteria are to have equal emphasis across the range of summative assessment. The exit assessment program must ensure an appropriate balance over the course of study as a whole.

Mandatory aspects of the syllabus

Judgment of student achievement at exit from a two-year course of study must be derived from information gathered about student achievement in those aspects stated in the syllabus as being mandatory, namely

- the general objectives of Comprehension (receptive communication) and Conveying meaning (productive communication), and
- the four themes:
  - family and community
  - leisure, recreation and human creativity
  - school and post-school options
  - social issues.

The exit criteria and standards stated in Sections 8.4 and 8.5 (Table 4) must be used to make the judgment of student achievement at exit from a two-year course of study.

Significant aspects of the course of study

Significant aspects refer to those areas in the school’s course of study selected from the choices permitted by the syllabus. Significant aspects can complement mandatory aspects or be in addition to them. They will be determined by the context of the school and the needs of students at that school to provide choice of learning experiences appropriate to the location of the school, the local environment and the resources available.

The significant aspects must be consistent with the general objectives of the syllabus and complement the developmental nature of learning in the course over two years.
Selective updating

In conjunction with the principle of fullest and latest information, information on student achievement should be selectively updated throughout the course.

Selective updating is related to the developmental nature of the course of study and operates within the context of continuous assessment. As subject matter is treated at increasing levels of complexity, assessment information gathered at earlier stages of the course may no longer be representative of student achievement. The information therefore should be selectively and continually updated (not averaged) to accurately reflect student achievement.

The following conceptions of the principle of selective updating apply:

- a systemic whole subject-group approach in which considerations about the whole group of students are made according to the developmental nature of the course and, in turn, the assessment program. In this conception, developmental aspects of the course are revisited so that later summative assessment replaces earlier formative information
- an act of decision-making about individual students — deciding from a set of assessment results the subset which meets syllabus requirements and typically represents a student’s achievements, thus forming the basis for a decision about a level of achievement. In the application of decisions about individual students, the set of assessment results does not have to be the same for all students. However, the subset which represents the typical achievement of a student must conform to the parameters outlined in the school’s work program.

Selective updating must not involve students reworking and resubmitting previously graded assessment tasks. Opportunities may be provided for students to complete and submit additional tasks. Such tasks may provide information for making judgments where achievement on an earlier task was unrepresentative or atypical, or there was insufficient information upon which to base a judgment.

Fullest and latest information

Judgments about student achievement made at exit from a school course of study must be based on the fullest and latest information available. This information is recorded on a student profile.

“Fullest” refers to information about student achievement gathered across the range of general objectives. “Latest” refers to information about student achievement gathered from the most recent period in which the general objectives are assessed. As the assessment program in Chinese is developmental, fullest and latest information will most likely come from Year 12.

Information recorded on a student profile will consist of the latest assessment data on mandatory and significant aspects of the course, which includes the data gathered in the summative assessment program that is not superseded.

8.2 Interrelationships of the four macroskills

The course of study should give equal emphasis to all four macroskills. This may vary during the course depending on the nature of the particular topic. However, a broad balance should be maintained. At the time of exit, all four macroskills have equal status.

8.2.1 Constructing and implementing assessment tasks

In all four macroskills — that is, in Listening, Reading, Speaking, and Writing — students should perform tasks set in communicative contexts. A communicative task may involve more than one macroskill; for example, a conversation involves listening and speaking, answering a letter involves reading and writing.
However, to ensure that students’ different rates of development in the macroskills do not prevent them from demonstrating their true ability in any particular skill, each macroskill must be assessed separately.

8.3 Suggested assessment tasks

This section gives suggestions for appropriate assessment tasks in each macroskill. The criterion and assessment conditions for each macroskill are to be applied to each assessment task.

8.3.1 Listening tasks

Students will listen to authentic listening texts differing in length, purpose and style, based on familiar material. The language used should be clearly articulated in the standard variety, and spoken in the slower range of normal background speaker rate of utterance.

Texts could include:
- interviews
- announcements
- messages
- advertisements
- conversations (of others)
- selected news bulletins
- media commentaries
- stories.

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

Conditions for listening tasks

- Task instructions and questions will be in English.
- Student responses will be in English.
- In general, texts should be heard twice. Complex texts may be heard three times.
- The length of listening texts should be appropriate to the text type. (Listening tasks assess comprehension, not memory.)
- Judicious pauses in longer texts are allowed.
- Each task should allow for responses to cover all dimensions of the criterion.
8.3.2 Reading tasks

Students will read a variety of authentic texts that differ in length, purpose and complexity. Texts could include:

- magazine article
- newspaper article
- webpage, internet article
- personal letter
- email
- business or other formal letter
- literary text, e.g. poem, short story
- travel brochure
- advertisement
- TV/radio program
- cartoon
- set of instructions.

Written responses in English could include:

- short answers
- writing or completing a summary
- retelling a story
- re-presenting and reorganising information
- comparing different reports of the same event
- making and justifying judgments.

Conditions for reading tasks

- Using dictionaries is an important skill to develop in the teaching context, but to allow for the application of all dimensions of the criterion, dictionaries should not be used in assessment.
- Task instructions and questions will be in English.
- Student responses will be in English.
- The length and type of reading text should be appropriate to the text type.
- Each task should allow for responses that cover all dimensions of the criterion.

8.3.3 Speaking tasks

Students will speak in a range of situations for communicative purposes.

Contexts could include:

- one-to-one interview or conversation
- small-group discussion
- debate
- formal speech/presentation
- responding to stimuli, such as pictures, maps, cartoons, brochures
- role play.

Conditions for speaking tasks

- All tasks require spontaneous language use in realistic situations.
- Students will not receive the questions to be asked by the teacher before the task.
- At least one spontaneous speaking task must be recorded.
- Preparation time should reflect the text type being presented.
For unprepared tasks:
   − students may be given up to 10 minutes preparation time
   − students are able to make notes (but not access reference material) during preparation time, and use them during the performance.

For prepared tasks:
   − students could use a range of visual aids, e.g. data show presentations, but should not read from a script
   − spontaneous answers to questions at the end of the talk will confirm the level of performance of the task.

### 8.3.4 Writing tasks

Students will write texts differing in length, purpose and style.

Texts could include:
- personal letter
- email
- school magazine article
- personal journal entry
- postcard
- formal letter
- invitation and reply note
- commentary on series of pictures
- imaginative response to stimulus material
- expository, argumentative or persuasive writing on some topical issue in response to stimulus material, e.g. simple written texts or audiovisual material.

### Conditions for writing tasks

- Written stimulus material in English or Chinese should neither impede nor assist students in demonstrating their writing proficiency.
- Written tasks used for assessment must not be given in advance.
- The length will depend on the text type, but at least one task must require an extended passage of writing of approximately 300 characters by the end of Year 12.
- Instructions will be given in English.
- Each written task and text type should be set in an authentic social context, with a specific audience nominated and a realistic purpose.
- Dictionaries may be used.

### 8.4 Exit criteria

In Chinese, the criteria are derived from the general objectives. For Listening and Reading, the criterion is comprehension; for Speaking and Writing, the criterion is conveying meaning.

#### 8.4.1 Comprehension

Comprehension refers to the understanding of spoken and written language across a variety of topics and text types.

This criterion is expressed through two macroskills: Listening and Reading

**Listening**

Listening refers to the ability to comprehend spoken language.

This includes:
- knowing and understanding:
  - determining essential information
– differentiating gist and detail
– working out meaning of familiar and complex language
– recognising attitude, purpose, intention

• reasoning and responding:
  – analysing and evaluating information and ideas
  – using information to draw conclusions
  – using strategies to cope with unfamiliar language
  – justifying decisions by re-organising and re-presenting information
  – reflecting on cultural meanings, including register and tone.

**Reading**

Reading refers to the ability to comprehend written texts.

This includes:

• knowing and understanding:
  – determining essential information
  – differentiating gist and detail
  – working out meaning of familiar and complex language
  – recognising attitude, purpose, intention

• reasoning and responding:
  – analysing and evaluating information and ideas
  – using information to draw conclusions
  – using strategies to cope with unfamiliar language
  – justifying decisions by re-organising and re-presenting information
  – reflecting on cultural meanings, including register and tone.

8.4.2 **Conveying meaning**

Conveying meaning refers to communication through spoken and written language across a variety of topics and text types.

This criterion is expressed in two macroskills: Speaking and Writing.

**Speaking**

Speaking is the ability to communicate using spoken and nonverbal language, and to convey meaning that is intelligible to a background speaker.

This includes:

• knowing and using language features:
  – selecting a range of vocabulary
  – using cohesive devices
  – using register and grammar
  – using acceptable pronunciation (rhythm, stress and intonation)

• creating and responding:
  – initiating and sustaining conversation
  – displaying flexibility in spoken communication
  – maintaining coherence of the spoken text
  – using nonverbal features
  – responding to conversational cues
  – responding to cultural contexts.
Writing

Writing is the ability to communicate using written language and to convey meaning in situations relevant to students’ communication needs.

This includes:
• knowing and using language features:
  – selecting a range of vocabulary
  – using cohesive devices
  – applying register and grammar
  – using acceptable conventions of the written language
• creating and responding:
  – adhering to the conventions of text type, relevant to the audience
  – displaying flexibility and originality in written communication
  – organising and maintaining coherence of the written text
  – responding to cultural contexts.

8.5 Determining exit levels of achievement

On completion of the course of study, the school is required to award each student an exit level of achievement from one of the five categories:
  Very High Achievement
  High Achievement
  Sound Achievement
  Limited Achievement
  Very Limited Achievement.

In Chinese, the school must award an exit standard for each of the macroskills Listening, Reading, Speaking, and Writing, based on the principles of assessment described in this syllabus. The standards associated with the four macroskills are described in Table 4.

These standards are related to the exit criterion associated with each macroskill (see Section 8.4). The criterion of comprehension is associated with Listening and Reading; the criterion of conveying meaning with Speaking and Writing. Both criteria are derived from the general objectives described in Section 3.

When teachers are determining a standard for each macroskill, it is not always necessary for the student to have met each descriptor for a particular standard; the standard awarded should be informed by how the qualities of the work match the descriptors overall.

For Year 11, particular standards descriptors may be selected from the matrix and/or adapted to suit the task. These standards are used to inform the teaching and learning process. For Year 12 tasks, students should be provided with opportunities to understand and become familiar with the expectations for exit. The exit standards are applied to the summative body of work selected for exit.

The seven key competencies* referred to in the rationale are embedded in the descriptors in the standards matrix. The descriptors refer mainly to aspects of Listening, Reading, Speaking, and Writing.

* KC1: collecting, analysing and organising information; KC2: communicating ideas and information; KC3: planning and organising activities; KC4: working with others and in teams; KC5: using mathematical ideas and techniques; KC6: solving problems; KC7: using technology
When standards have been determined in each of the macroskills of *Listening, Reading, Speaking, and Writing*, the following table is used to award exit levels of achievement, where *A* represents the highest standard and *E* the lowest. The table indicates the *minimum combination of standards* across the criteria for each level.

**Awarding exit levels of achievement**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VHA</td>
<td>Standard <em>A</em> in any two macroskills and no less than a <em>B</em> in the remaining macroskills</td>
</tr>
<tr>
<td>HA</td>
<td>Standard <em>B</em> in any two macroskills and no less than a <em>C</em> in the remaining macroskills</td>
</tr>
<tr>
<td>SA</td>
<td>Standard <em>C</em> in any three macroskills and no less than a <em>D</em> in the remaining macroskill</td>
</tr>
<tr>
<td>LA</td>
<td>At least Standard <em>D</em> in any three macroskills</td>
</tr>
<tr>
<td>VLA</td>
<td>Standard <em>E</em> in the four macroskills</td>
</tr>
</tbody>
</table>
Table 4: Standards for macroskills at exit

**Table 4.1: Listening skill**

<table>
<thead>
<tr>
<th>Criterion: Comprehension</th>
</tr>
</thead>
</table>

**Standard A**
Across a range of topics and text types, the student work has the following characteristics:
- **knowing and understanding**: a comprehensive range of information is presented, including gist, main points and relevant details; the meaning of familiar and complex language is accurately and clearly demonstrated; the speaker’s attitude, purpose and intentions are clearly evident; subtleties are recognised
- **reasoning and responding**: detailed analysis and thorough evaluation are evident; plausible interpretations of unfamiliar language are drawn from context; well-constructed conclusions and well-substantiated decisions are made; cultural meanings are integrated into responses where appropriate.

**Standard B**
Across a range of topics and text types, the student work has the following characteristics:
- **knowing and understanding**: a range of information is presented, including gist, main points and obvious details; the meaning of familiar language is accurately demonstrated but complex language may be misinterpreted; the speaker’s attitude, purpose and intentions are recognised; subtleties may be overlooked
- **reasoning and responding**: detailed analysis and evaluation are evident; interpretations of unfamiliar language are made from context; conclusions and decisions are made, although at times justification may be incomplete; cultural meanings are evident in responses but may not be fully developed.

**Standard C**
Across a range of topics and text types, the student work has the following characteristics:
- **knowing and understanding**: essential information is presented, including some main points and details which may not always be relevant; the meaning of familiar language is demonstrated accurately; the speaker’s general intention is recognised when obvious within a familiar context
- **reasoning and responding**: basic analysis and evaluation are evident; conclusions and decisions are made but often lack justification; obvious cultural meanings are identified.

**Standard D**
Across a range of topics and text types, the student work has the following characteristics:
- **knowing and understanding**: information is presented, including the meaning of some familiar language; a very broad outline or some specific details of the speaker’s general intention is demonstrated
- **reasoning and responding**: little evidence of basic analysis or evaluation is present; conclusions and decisions may be made but lack justification; obvious cultural meanings may be identified.

**Standard E**
Across a range of topics and text types, the student work has the following characteristics:
- **knowing and understanding**: fragmented information is presented; an isolated understanding of words and phrases is demonstrated
- **reasoning and responding**: no evidence of analysis or evaluation is presented; responses are minimal.
<table>
<thead>
<tr>
<th>Criterion: Comprehension</th>
</tr>
</thead>
</table>
| **Standard A** Across a range of topics and text types, the student work has the following characteristics:  
  • **knowing and understanding**: a comprehensive range of information is presented, including gist, main points and relevant details; the meaning of familiar and complex language is accurately and clearly demonstrated; the purpose of the text and the writer’s perspective and intention are clearly evident; subtleties are recognised  
  • **reasoning and responding**: detailed analysis and thorough evaluation are evident; plausible interpretations of unfamiliar language are drawn from context; well-constructed conclusions and well-substantiated decisions are made; cultural meanings are integrated into responses where appropriate. |
| **Standard B** Across a range of topics and text types, the student work has the following characteristics:  
  • **knowing and understanding**: a range of information is presented, including gist, main points and obvious details; the meaning of familiar language is accurately demonstrated but complex language may be misinterpreted; the purpose of the text and the writer’s perspective and intention are recognised; subtleties may be overlooked  
  • **reasoning and responding**: detailed analysis and evaluation are evident; interpretations of unfamiliar language are made from context; conclusions and decisions are made, although at times justification may be incomplete; cultural meanings are evident in responses but may not be fully developed. |
| **Standard C** Across a range of topics and text types, the student work has the following characteristics:  
  • **knowing and understanding**: essential information is presented, including some main points and details which may not always be relevant; the meaning of familiar language is demonstrated accurately; the writer’s general intention is recognised when obvious within a familiar context  
  • **reasoning and responding**: basic analysis and evaluation are evident; conclusions and decisions are made but often lack justification; obvious cultural meanings are identified. |
| **Standard D** Across a range of topics and text types, the student work has the following characteristics:  
  • **knowing and understanding**: information is presented, including the meaning of some familiar language; a very broad outline or some specific details of the writer’s general intention is demonstrated  
  • **reasoning and responding**: little evidence of basic analysis or evaluation is present; conclusions and decisions may be made but lack justification; obvious cultural meanings may be identified. |
| **Standard E** Across a range of topics and text types, the student work has the following characteristics:  
  • **knowing and understanding**: fragmented information is presented; an isolated understanding of words and phrases is demonstrated  
  • **reasoning and responding**: no evidence of analysis or evaluation is presented; responses are minimal. |
### Table 4.3: Speaking skill

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Conveying meaning</th>
</tr>
</thead>
</table>
| **Standard A** | Across a range of topics and text types, the student work has the following characteristics:  
- **knowing and using language features**: a wide range of vocabulary and grammar is used effectively, with few errors; a range of cohesive devices is used to express connected thoughts and ideas; register is appropriate to the situation; pronunciation, intonation, rhythm and stress are acceptable to a background speaker  
- **creating and responding**: ideas, information and meaning are communicated clearly and effectively, although some errors may occur in complex language; conversation is initiated and sustained; spoken communication demonstrates flexibility, coherence, spontaneity and relevance to the context; appropriate pause fillers and nonverbal features are used where required. |
| **Standard B** | Across a range of topics and text types, the student work has the following characteristics:  
- **knowing and using language features**: a range of vocabulary and grammar is used effectively, although with some errors; selected cohesive devices are used to connect familiar thoughts and ideas; register is usually appropriate to the situation; pronunciation, intonation, rhythm and stress are acceptable to a background speaker  
- **creating and responding**: ideas, information and meaning are usually communicated clearly, although errors may occur in complex language; conversation is generally sustained; spoken communication demonstrates flexibility when using familiar language; responses are relevant to the context, although they may be hesitant; some appropriate pause fillers and nonverbal features are used. |
| **Standard C** | Across a range of topics and text types, the student work has the following characteristics:  
- **knowing and using language features**: a range of familiar vocabulary and grammar is used, although errors are evident; basic cohesive devices are used to connect simple ideas; pronunciation may be affected by first language but is comprehensible to a background speaker  
- **creating and responding**: where a variety of structures is used, the essential meaning is clear, although there may be frequent errors; spoken communication relies on prompts and cues; responses are hesitant, repetitive and formulaic but relevant to the context; some nonverbal features are used. |
| **Standard D** | Across a range of topics and text types, the student work has the following characteristics:  
- **knowing and using language features**: some familiar vocabulary and grammar is used, although frequent errors are made; some simple linking words are used, but the meaning as a whole is fragmented; pronunciation hinders communication  
- **creating and responding**: there is sufficient accuracy to enable some details to be understood; spoken communication relies heavily on prompts and cues; responses are hesitant, repetitive and rehearsed; some nonverbal features are used. |
| **Standard E** | Across a range of topics and text types, the student work has the following characteristics:  
- **knowing and using language features**: responses may be single words or short, well-rehearsed phrases, using familiar vocabulary; pronunciation hinders communication  
- **creating and responding**: some simple meanings are conveyed. |
### Table 4.4: Writing skill

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Conveying meaning</th>
</tr>
</thead>
</table>
| **Standard A** | Across a range of topics and text types, the student work has the following characteristics:  
- *knowing and using language features*: a wide range of vocabulary and grammar is used effectively; where complex language is used, errors do not detract from the overall meaning; a range of cohesive devices is used to link aspects of the text; register is appropriate to the situation; punctuation and word order display a high degree of accuracy; characters are written with a high degree of accuracy  
- *creating and responding*: written communication adheres consistently to the conventions of the text type; the writer’s ideas and purposes are conveyed effectively with flexibility and originality; written text is well-organised and displays a high level of coherence; an understanding and response to cultural contexts is clearly evident in the writing. |
| **Standard B** | Across a range of topics and text types, the student work has the following characteristics:  
- *knowing and using language features*: a range of vocabulary and grammar is used effectively, although with some errors; selected cohesive devices are used to link aspects of the text; register is usually appropriate to the situation; punctuation and word order display a reasonable degree of accuracy; most characters are written accurately  
- *creating and responding*: the writer’s ideas, information and meaning are usually communicated clearly, although errors may occur in complex language; written text is organised and is generally coherent; an understanding and response to cultural contexts may be evident in the writing. |
| **Standard C** | Across a range of topics and text types, the student work has the following characteristics:  
- *knowing and using language features*: a range of familiar vocabulary and grammar is used, although errors are evident; basic cohesive devices are used to connect simple ideas; the register used is generally consistent; punctuation and word order contain inaccuracies; character may be inaccurate but meaning is not impeded  
- *creating and responding*: written communication may feature some aspects of the text type; simple ideas are conveyed effectively; organisation of the written text is basic and displays some coherence; the writing shows some recognition of cultural contexts. |
| **Standard D** | Across a range of topics and text types, the student work has the following characteristics:  
- *knowing and using language features*: some familiar vocabulary and grammar is used, although frequent errors are made; some simple linking words are used, but the meaning as a whole is fragmented; errors in punctuation and word order hinder meaning; characters are often inaccurate and there is a reliance on the use of hànyǔ pīn yīn  
- *creating and responding*: written communication may not always be appropriate to the text type; some simple ideas are conveyed; written text lacks coherence; the writing shows little recognition of cultural contexts. |
| **Standard E** | Across a range of topics and text types, the student work has the following characteristics:  
- *knowing and using language features*: responses may be basic sentences using well-rehearsed words and phrases; few characters are used; frequent errors are evident in both characters and hànyǔ pīn yīn  
- *creating and responding*: some simple meanings are conveyed. |
8.6 Planning an assessment program

At the end of Year 12, judgments are made about how students have achieved in relation to the standards stated in the syllabus for each of the criteria. These summative judgments are based on achievement in each of the general objectives.

When planning an assessment program, schools must consider:

- general objectives (see Section 3)
- learning experiences (see Section 7)
- underlying principles of assessment (see Section 8.1)
- a variety of assessment techniques and instruments over the two-year course (see Section 8.3)
- conditions under which assessment is implemented
- exit criteria and standards (see Section 8.4)
- verification folio requirements, especially the number and the nature of student responses to assessment tasks to be included (see Sections 8.9 and 8.9.2)
- minimum assessment necessary to reach a valid judgment of the student’s standard of achievement.

A program of assessment in Chinese should also:

- link the tasks in each macroskill to suitable topics
- assess a range of topics and text types over the two-year course
- include in Year 11 a minimum one response/performance in each skill per semester
- include in Year 12 a minimum of two responses/performances in each skill by verification; at least three of the macroskills must be assessed in Term 3
- ensure that assessment is completed in school, under supervised conditions.

Students should be conversant with the assessment techniques and have knowledge of the criteria to be used in assessment instruments.

8.7 Special consideration

Guidance about the nature and appropriateness of special consideration and special arrangements for particular students may be found in QSA’s Policy on Special Consideration in School-based Assessments in Senior Certification (2006), available from <www.qsa.qld.edu.au> under Assessment > Senior assessment > Special consideration. This statement also provides guidance on responsibilities, principles and strategies that schools may need to consider in their school settings.

To enable special consideration to be effective for students so identified, it is important that schools plan and implement strategies in the early stages of an assessment program and not at the point of deciding levels of achievement. The special consideration might involve alternative teaching approaches, assessment plans and learning experiences.
8.8 Authentication of student work

It is essential that judgements of student achievement are made on accurate and authentic student assessment information. Teachers should find ways to ensure that students’ work is their own, particularly where students have access to electronic resources and when they are preparing collaborative tasks.

The QSA information statement “Strategies for authenticating student work for learning and assessment” is available from the QSA website. (From the QSA home page <www.qsa.qld.edu.au> select Publications > Reports & papers > QSA Reports and Papers.) This statement provides information about various methods teachers can use to monitor students’ work to ensure authentic tasks. Particular methods outlined include:

- teachers seeing plans and drafts of student work
- student production of and maintenance of documentation of the development of responses
- student acknowledgement of resources used.

Teachers must ensure students use consistent accepted conventions of in-text citations and referencing where appropriate.

8.9 Requirements for verification folio

A verification folio is a collection of a student’s responses to assessment instruments on which the level of achievement is based. Each folio should contain a variety of assessment techniques demonstrating achievement in the four macroskills of Listening, Reading, Speaking, Writing, over a range of topics. The variety of assessment techniques is necessary to provide a range of opportunities from which students may demonstrate achievement.

For information about preparing monitoring and verification submissions schools should refer to Moderation Processes for Senior Certification available at <www.qsa.qld.edu.au> under Assessment > Senior Assessment > Forms and procedures.

Students’ verification folios for Chinese must contain:

1. Two responses/performances in each macroskill, with specific criteria and standards attached and student achievement indicated.

In receptive skills, responses are made to written or spoken texts. A range of topics and text types must be covered.

In productive skills, performances are written or spoken. A range of topics and text types must be covered.

2. The student profile, which is a summary of the student’s achievement on all tasks completed during the year. It should record:
   - student achievement on all criteria
   - the overall standard in each macroskill
   - the proposed exit level of achievement.

The student profile is helpful in demonstrating trends in achievement and in identifying atypical achievement. It ensures that the fullest as well as the latest information is taken into consideration.

Student folios must be accompanied by:

- copies of the assessment instruments with conditions sheets attached
- written transcripts of the Listening texts
- sample responses to the Listening and Reading tasks
- samples of teacher input or questions in Speaking tasks, and, where applicable, comments regarding student responses to the Speaking tasks
- recorded evidence of at least one spontaneous speaking task (see next section).
8.9.1 Confirmation of standards for speaking tasks

To enable confirmation of school judgments each school’s submission for Year 11 monitoring and Year 12 verification must include recordings of three performances of a speaking task. This task must be:

- a teacher–student performance
- the same task for each student
- a sample from the current cohort
- able to provide opportunities for all aspects of the standards to be demonstrated.

Recordings must represent the best example of a:

- typical A standard
- typical B standard
- typical C standard.

If there is no representative sample of a typical standard, the next best example of that standard must be included.

If there is no sample of student work at a particular standard, no recording of that sample would be submitted. Conditions sheets must be annotated accordingly. If there were no A, B or C results in a cohort, no samples of student work would be submitted. Where there is no sample of a teacher–student performance at an A, B or C standard, a sample from another task may be provided.

All student performances of all speaking tasks should be recorded and retained; results in future performances cannot be guaranteed and further evidence may be required to substantiate school judgments.

If there are more than nine students in a cohort, the recordings may be those of a student whose folio has not been included as a sample.

Sample recordings should be labelled with the standard awarded and the school’s name.

8.9.2 Post-verification assessment

In addition to the contents of the verification folio, there must be subsequent summative assessment in the exit folio.

In Chinese this should be at least one task (either productive or receptive), but no more than two.

The task/s could be on the last topic studied or could combine a number of topics from the whole course.
9. Language education

Teachers of Senior English have a special responsibility for language education. However, it is the responsibility of all teachers to develop and monitor students’ abilities to use the forms of language appropriate to their own subject areas. Their responsibility entails developing the following skills:

- ability in the selection and sequencing of information required in the various forms (such as reports, essays, interviews and seminar presentations)
- the use of technical terms and their definitions
- the use of correct grammar, spelling, punctuation and layout
- the use of dictionaries.

Assessment in all subjects needs to take into consideration appropriate use of language.

Teachers of languages play a major role in the general language development of their students. In learning another language, students gain an understanding of the nature of language through comparing the systems of English with those of the other language. Attention is given to communication skills, different forms, styles and purposes of language, the appropriateness of the language used, its structure and “correct” use.

Students’ literacy skills in English are enhanced by the learning strategies employed in learning another language (see 7.1). Using these strategies, students develop a greater sensitivity to and understanding of English.

When English is required in assessment tasks in Senior Chinese, teachers should monitor students’ use of the English language.
10. Quantitative concepts and skills

Success in dealing with issues and situations in life and work depends on the development and integration of a range of abilities, such as being able to:

- comprehend basic concepts and terms underpinning the areas of number, space and measurement
- extract, convert or translate information given in numerical forms, diagrams, maps, graphs or tables
- use calculators and computers
- use skills or apply concepts from one problem or one subject domain to another.

Some subjects focus on the development and application of numerical and other mathematical concepts and skills. These subjects may provide a basis for the general development of such quantitative skills or have a distinct aim, such as to prepare students to cope with the quantitative demands of their personal lives or to participate in a specific workplace environment.

Nevertheless, in all subjects students are to be encouraged to develop their understanding and to learn through the incorporation — to varying degrees — of mathematical strategies and approaches to tasks. Similarly, students should be presented with experiences that stimulate their mathematical interest and hone those quantitative skills that contribute to operating successfully within each of their subject domains.

The distinctive nature of a subject may require that new mathematical concepts be introduced and new skills be developed. In many cases, however, it will be a matter for teachers, in the context of their own subjects, having to encourage the use of quantitative skills and understandings that were developed previously by their students. Within appropriate learning contexts and experiences in the subject, opportunities are to be provided for the revision, maintenance, and extension of such skills and understandings.
11. Educational equity

Equity means fair treatment of all. In developing work programs from this syllabus, schools should incorporate the following concepts of equity.

All young people in Queensland have a right to gain an education that meets their needs, and prepares them for active participation in creating a socially just, equitable and democratic global society. Schools need to provide opportunities for all students to demonstrate what they know and can do. All students, therefore, should have equitable access to educational programs and human and physical resources. Teachers should ensure that particular needs of the following groups of students are met: female students; male students; Aboriginal students; Torres Strait Islander students; students from non–English-speaking backgrounds; students with disabilities; students with gifts and talents; geographically isolated students; and students from low socioeconomic backgrounds.

Subject matter chosen should include, whenever possible, the contributions and experiences of all groups of people. Learning contexts and community needs and aspirations should also be considered. In choosing appropriate learning experiences teachers can introduce and reinforce non-racist, non-sexist, culturally sensitive and unprejudiced attitudes and behaviour. Learning experiences should encourage the participation of students with disabilities and accommodate different learning styles.

Resource materials used should recognise and value the contributions of both females and males to society and include social experiences of both genders. Resource materials should also reflect cultural diversity within the community and draw from the experiences of the range of cultural groups in the community.

To allow students to demonstrate achievement, barriers to equal opportunity need to be identified, investigated and removed. This may involve being proactive in finding the best ways to meet the diverse range of learning and assessment needs of students. The variety of assessment techniques in the work program should allow students of all backgrounds to demonstrate their knowledge and skills related to the criteria and standards stated in this syllabus. The syllabus criteria and standards should be applied in the same way to all students.

Teachers should consider equity policies of individual schools and schooling authorities, and may find the following resources useful for devising an inclusive work program:

QSA 2006, Policy on Special Consideration in School-based Assessments in Senior Certification, available from <www.qsa.qld.edu.au>
QSCC 2001, Equity Considerations for the development of curriculum and test material, available from <www.qsa.qld.edu.au>
12. Resources

Text and reference books

A wide variety of textbooks and resource materials that could be used as sources of information are available. Book suppliers provide information regarding current publications.

Dictionary

Hànyǔ Da Cidian, international edn, Luo, ZF et al. 2000, Joint Publication Co. Hong Kong.

Texts

Basic Chinese Grammar and Sentence Patterns, Syrokomia-Stefanowska, AD 1986, Wild Peony, Sydney.
Chinese Readers for Senior Candidates, Queensland LOTE Centre, Montague Road, West End 4101.
Easy Chinese Phrasebook and Dictionary, Tung, W 1993, Passbooks, USA.
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).

World Wide Web

Note: All URLs were correct at the time of printing.

Many interactive and static websites can be used to enhance a course in Senior Chinese and often include useful resources.

Some particularly useful sites include:
China Development Gateway <www.China.org.cn>
Chinasoft Publishing <www.chinasoft.com.cn>
Intercultural Language Teaching and Learning in Practice <www.iltlp.unisa.edu.au/>
The Learning Federation <www.thelearningfederation.edu.au>
National Asian Languages and Studies in Australian Schools Strategy (NALSAS) <www1.curriculum.edu.au/nalsas>
National Statement and Plan on Languages Education in Australian Schools <www.curriculum.edu.au/mceetya/default.asp?id=11912>
Professional Standards Project Languages <www.pspl.unisa.edu.au>
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.)

Newspaper reports

Many newspapers carry regular pages, columns and features relevant to Senior Chinese. Online newspapers can also be a source of useful data. The compilation of news files on particular topics can broaden the knowledge base of students and provide a valuable source of material for developing assessment instruments.

Periodicals

Journals and periodicals provide current, relevant information. School librarians should be able to help find other useful periodicals.

Electronic media and learning technology

A wide range of videos, DVDs and television recordings are available on a variety of topics related to a course in Senior Chinese. A variety of computer software programs and CD-ROMs may be useful — as learning tools, to gain access to information presented in a variety of forms, and to help students gain ICT skills. Educational program distributors are able to supply updated resource lists.

Access Asia Resources, Asia Education Foundation <www.asiaeducation.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.

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

The Road Home, Zhang, Y. 2000, Beauty Culture Communication, Guangzhou.
Zou Ba (video), University of Canberra, Canberra.

Organisations and community resources

A variety of government and community organisations provide personnel, advice, resources and information to help construct and implement a course in Senior Chinese.

Some of these include:
Asia Education Foundation <www.asiaeducation.edu.au>
Asian language departments and libraries of local, interstate and international tertiary institutions
Australian Federation of Modern Language Teachers Associations Inc. (AFMLTA) <www.afmlta.asn.au>
Ching Chung Taoist Association, 41 Depot Road, Deagon QLD 4107
Chung Tian Temple, 1034 Underwood Road, Priestdale QLD 4127
Chinese Language Teachers Association of Queensland (CLTAQ) <www.cltaq.com>
The Consulate of the People’s Republic of China in Brisbane <http://brisbane.chineseconsulate.org>
Embassy of the People’s Republic of China in Australia <au.china-embassy.org/eng>
Interstate boards of study, and education departments
The Modern Language Teachers Association of Queensland Inc. (MLTAQ) <www.mltaq.asn.au>
Taipei Economic and Cultural Office, Floor 34/ 71 Eagle Street, Brisbane 4000. <www.taipeieco.org.au>
Taiwan Women’s League of Queensland, Shop 41A, Sunnybank Hills Shopping Centre.
Appendix 1: Sample course of study

Course overview suitable for Year 11 and Year 12, or composite Year 11/12 using Year A/B format.

**THEMES**

1. Family and Community  
2. Leisure, Recreation, and Human Creativity  
3. School and Post-School Options  
4. Social Issues

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
<th>Year 11 or Year A</th>
<th>Approx length (weeks)</th>
<th>Year 12 or Year B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme</td>
<td>#</td>
<td>Personality, family life, relationships</td>
<td>6</td>
<td>Services, travel, shopping, health</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Sport, hobbies, interests</td>
<td>4</td>
<td>Holiday planning, accommodation</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>School</td>
<td>6</td>
<td>Future, study, work</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Variety of social issues, including prejudice and roles in society</td>
<td>8</td>
<td>Current affairs/festivals, celebrations</td>
</tr>
<tr>
<td></td>
<td>#</td>
<td>TV, cinema, newspapers, magazines, advertising</td>
<td>8</td>
<td>Social issues, including health and environment</td>
</tr>
</tbody>
</table>

# indicates in-depth unit
Appendix 2: Glossary

Attitudes: The way the speaker or writer feels about the topic, the situation and the audience, for example, adoring, empathetic, amused, diffident, disgusted, sad, angry, bitter.

Authentic text: A text (original or modified) that would be accepted by a background speaker for communicative purposes.

Background speaker: A native speaker of a language or a person who has had significant exposure to and/or knowledge of the language and culture.

Coherence/coherent: An underlying theme or organisation of a text.

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 (for example, pronouns, possessives, use of articles), through connectors (for example, conjunctions, adverbs) and through word sets and word chains, (for example, synonyms, classes and subclasses of words).

Communication strategies: The ways students with limited command of language express meaning (for example, by circumlocution) and attempt to keep conversation going (for example, asking for clarification or meaning).

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.

Gist: Substance or essence of a matter.

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

Intercultural understanding: The ability to view the world, not from the single perspective of one’s own first language and culture, but from multiple perspectives.

Language features: Parts of the language system; for example, 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.

Pause fillers: Expressions to fill gaps in conversation (for example, 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 … ooh.

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

Receptive (comprehending) mode: A 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 (for example, science or advertising); mode (whether speech or writing); manner (that is, 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: The arrangement of words and morphemes into larger units, for example, phrases, clauses, sentences.

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

Text: A coherent piece of spoken/signed, written, nonverbal, visual or auditory language, or some or all of these in combination, produced in an interaction in a social context.

Text type: A conventional or characteristic type of spoken or written text; for example, face-to-face conversation, TV news bulletin, short story, newspaper editorial, personal letter, poster.

Tone: The emotional overlay and/or intent in a text, for example, angry tone in a letter to editor with intent to criticise and confront.
Appendix 3: Cultural topics

The following list of topics of cultural significance may be of assistance to teachers. The points listed under cultural information suggest background information which may be used in conjunction with topics selected. The list is not exhaustive, nor is it prescriptive. It is not expected that students will cover all topics.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Cultural information</th>
</tr>
</thead>
</table>
| Chinese cuisine | • regional characteristics  
                    • vegetarianism  
                    • cooking utensils  
                    • recipes  
                    • restaurants |
| Communication | • different types of phones, charges  
                    • postal services  
                    • letter writing  
                    • electronic |
| Economics     | • special economics zones  
                    • trade between Australia and China  
                    • wages and bonuses |
| Education     | • compulsory education  
                    • 6–3–3 system  
                    • subjects  
                    • class size, uniforms  
                    • care of classroom by students, monitors  
                    • Chinese students abroad  
                    • entrance exams  
                    • colleges and universities |
| Events        | • current affairs  
                    • sporting events |
| Family life   | • roles of family members  
                    • comparison with an Australian family  
                    • marriage, divorce |
| Famous people | • writers, painters, dramatists, state leaders, soldiers, scientists, philosophers, singers, actors, musicians, film makers |
| Geography | • location of China, with reference to Asia, Australia, the Pacific  
| | • climate, seasons, weather  
| | • rivers, mountains, lakes, deserts, basins  
| | • cities, villages, provinces  
| | • natural disasters  
| | • famous places |
| History | • historical eras and important events  
| | • dynasties |
| Holidays and festivals | • national holidays, such as:  
| | – New Year’s Day  
| | – May 1, Labour Day  
| | – October 1, National Day  
| | • festivals, such as:  
| | – Spring Festival  
| | – Lantern Festival  
| | – Dragon Boat Festival  
| | – Mid-Autumn Festival |
| Housing | • household goods, furniture, appliances  
| | • architecture — traditional Chinese/Western influences  
| | • home, apartments, units, hútòng  
| | • streets, addresses |
| Money | • yuán: denominations (notes and coins)  
| | • rates of exchange  
| | • Chinese banks  
| | • Australian and other foreign banks in China |
| Recreation | • sports  
| | • popular resort areas  
| | • CCTV, satellite TV, radio, VCD, DVD  
| | • newspapers, magazines, books  
| | • hobbies  
| | • card games, májiàng, chess  
| | • traditional arts (calligraphy, Chinese painting)  
| | • parks and gardens |
| Religion | • religious observances (Taoism, Buddhism, Confucianism, Christianity)  
| | • religious influences in birth, marriage, death  
| | • shrines and altars in homes  
| | • symbols, e.g. Yin and Yang |
| Shopping | • department stores, small shops, markets  
| | • trading hours  
| | • Chinese products available in Australia  
| | • Australian products available in China  
| | • comparison of prices |
| The Arts                      | • literature  
|                              |   − works of famous authors, classical and modern  
|                              |   − children’s literature  
|                              |   − poetry  
|                              |   − proverbs  
|                              | • film  
|                              |   − feature films  
|                              | • music  
|                              |   − musical instruments  
|                              |   − opera  
|                              | • calligraphy  
|                              | • painting  
|                              | • traditional artisans, regional products, e.g. silk, pottery, folk crafts, lacquer ware  
|                              | • acrobatics  

| Traditional dress          | • qípáo  
|                            | • clothes of the minorities  
|                            | • occasions when worn  

| Transport                  | • railway systems, subways  
|                            | • services provided on trains  
|                            | • airlines and airports  
|                            | • modes of transport  

Appendix 4: 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, e.g. 对了。

- 顿号 dùnhào (pause mark) takes up one character space and is used to set off items in a series, e.g. 他买了一支笔，一本书，一张画儿。

- 省略号 shěngluèhào (ellipses) is made up of six dots and takes up two character spaces. It indicates an omission, or the unfinished portion of a statement, e.g. 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., e.g. 《黄土地》

- 间隔号 jiāngéhào (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; e.g. 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.