Chinese Extension
Subject guide 2011

This subject guide relates to courses developed from the Chinese Extension Senior Syllabus 2011.

Why study Chinese Extension?

Chinese Extension is an extension of the senior syllabus in Chinese for second language learners who wish to advance their proficiency in Chinese. These students should already have well-developed communicative skills in Chinese to enable them to undertake the work required.

The course is studied for the two semesters of Year 12. The language to be studied and assessed is Modern Standard Chinese, the official language of the People’s Republic of China.

Advanced study in a second language better equips students to participate in and engage with an increasingly globalised world through artistic, commercial, diplomatic and industrial enterprises. In business, industry, trade, commerce and government there is a growing need for people with advanced language skills and intercultural understanding; students with the ability to communicate and interact effectively within and across languages and cultures can help meet these needs.

What is studied?

Effective communication in a language requires linguistic ability, cultural understanding and an appreciation of the interaction between language and culture. Chinese Extension seeks to develop in students an understanding of the interrelationships between language, society and culture through contextualised studies developed from a range of areas.

A course of study in Chinese Extension is organised around units of work based on areas of study such as literature, the arts, social sciences, media studies, science, technology and the environment, and business and commerce.

Opportunity exists also for students to explore areas of specialised interest, e.g. leisure activities or sport.

How do students learn?

Chinese Extension provides opportunities for students to interact at a more advanced level of language than in the Senior Chinese course.

The course provides a rich variety of communicative tasks designed to engage students in using and experiencing language purposefully and in context. Students will be exposed to a variety of activities and text types across the modes of listening, reading, speaking and writing. The activities may be supported by the use of current technologies, performances in Chinese and contact with background speakers.

Students might engage in learning experiences such as:

- interviewing Chinese speakers from the local community
- viewing a Chinese film and discussing its social and/or historical setting
- rewriting an Australian story in Chinese for a children’s storybook
• using Chinese poems as a stimulus for creative writing
• attending a play performed by a Chinese theatre group and discussing it in class
• analysing the language and images used in Chinese media
• conducting a class debate on a controversial issue
• roleplaying an event in Chinese history
• researching Australian–Chinese relations today.

How are students assessed?

The achievement level awarded to each student on exit from the course will be based on the fullest and latest information about the student's achievement of the exit standards of the course. The exit standards are described in terms of:

• **Knowing, understanding and using**, i.e. understanding and using Chinese language features and structures, and comprehending authentic spoken, written and visual texts
• **Reasoning and responding**, i.e. thinking critically about and responding to authentic spoken, written and visual texts
• **Creating meaning**, i.e. conveying meaning and communicating through spoken, written and non-verbal language.

Assessment techniques include:

• supervised written assessments, which may include extended or short written responses, listening and reading tasks for comprehension, and writing tasks
• extended responses, which may be written, spoken, or multimodal (e.g. research-based activities and projects; written commentaries; development of web pages and preparation of internet articles; interpretations of literary texts and television/radio programs; interviews, webcasts and seminar presentations)
• performances which assess students' language proficiency in spoken Chinese (e.g. one-to-one interviews or conversations, debates, formal speeches/presentations, seminars, roleplays).

How can parents help?

Parents and carers can help students by providing a supportive environment in the home, by showing an interest in what students are doing daily, and by encouraging them in their studies. Parents and carers can encourage their children to reinforce their school language learning by daily practice at home, by taking an active interest in the cultural and current events associated with China, as presented in the media, and by encouraging their children to view and listen to Chinese language programs on television and radio.

Parents and carers might also consider:

• perusing the Chinese Extension syllabus and discussing the school work program with the teacher
• discussing the student's progress with the student and relevant school personnel.

More information

If you would like more information, please email senior.syllabuses@qcaa.qld.edu.au. You can also visit the QCAA website www.qcaa.qld.edu.au and search for 'Chinese Extension'.

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